

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

**Academic
Plan
for
Student Achievement
(2007-2008 School Year)**

[A.P. Giannini Middle School

School

38-68478-6069828

CDS Code

[4/27/07]

Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

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

Schools operating School-Based Coordinated Programs must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged pupils, gifted and talented pupils, and pupils with exceptional needs.

ACADEMIC PROGRAM SURVEY

The Academic Program Survey (APS) is an assessment tool developed by California Department of Education (CDE) for schools to examine implementation of the nine Essential Program Components (EPCs) which serves as a guide for schools to improve student academic achievement and identify areas of strength and weakness. Submit the completed APS to your Assistant Superintendent separate from the Academic Plan and Budget.

Each component will be rated on a scale of 0 to 3, as follows (**BOLD** the appropriate rating):

- 3** – Full level of implementation
- 2** – Substantial level of implementation
- 1** – Partial level of implementation
- 0** – Minimal level of implementation

All components in the academic survey must receive at least a rating of 2 for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation.

1. Instructional Program

To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?

- “**3 - Fully**” means that all students at all grade or program levels have and appropriately use on a daily basis the most recent state-adopted instructional program in ELA and math
- “**2 - Substantially**” means that all students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math
- “**1 - Partially**” means that some students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math
- “**0 - Minimally**” means that no students use on a daily basis the most recent state-adopted instructional program in ELA and math

ELA	3	2	1	0
ELA	3	2	1	0
Math	3	2	1	0
Math Intervention	3	2	1	0

<p>2. Instructional Time To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students - “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students - “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students - “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<p>ELA 3 2 1 0 ELA 3 2 1 0 Intervention</p> <hr/> <p>Math: 3 2 1 0 Math: 3 2 1 0 Intervention</p>
<p>3. Principals’ Instructional Leadership To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum - “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year - “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 - “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0 Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 - “2 - Substantially” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year - “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training - “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<p>ELA 3 2 1 0 Math 3 2 1 0</p>
<p>5. Student Achievement Monitoring System(s) To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being <u>used in a timely manner to determine student progress and modify instruction</u> - “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u> - “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered - “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered 	<p>ELA 3 2 1 0 Math 3 2 1 0</p>
<p>6. Ongoing Instructional Assistance and Support for Teachers To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials - “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers - “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers - “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers 	<p>ELA 3 2 1 0 Math 3 2 1 0</p>

<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school - “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels - “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels - “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

DATA SUMMARY

(To be provided by Research, Planning and Accountability, format TBD)

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

The following questions will help you reflect on current educational practices at your school and its impact on improving student achievement, and to craft your academic plan for the 2007-2008 school year:

Currently, what are the two or three (2-3) key objectives for the school in 2006-2007 (across the five District goals)? For each objective, please briefly answer the following questions, if applicable:

- a) What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**
 - b) What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**
 - c) How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**
 - d) What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**
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Current-Year Objective 1:

Closing the achievement gap of ELL, AA, Special Ed. and Latino students by moving 20% of each subgroup from Far Below/Below to Basic and 20% from Basic to Proficient

A mentoring program and lunchtime tutoring program was initiated early in the year with targeted AA and some special education students. There are approximately 40 students with 33 teacher/administrator mentors, lunchtime tutoring three times a week and with WSF money, we have begun in the second semester two tutoring programs: one targeting 7th grade Far Below and Below Basic students and a second 8th grade tutoring program with parent contracts. The 8th grade program is run by teachers who are forming a team to address closing the achievement gap for low performing students by creating a small learning community. Partnerships with community-based organizations such as Sunset Youth Services, Beacon, and Bay view Hunters' Point Mental Health, and 7th period academic literacy class partially funded by DCYF, offer support services for target students. The challenges we face are that the tutoring program is starting late in the year and the mentoring is an informal process with no assessment attached. Students receiving community resources often have a multitude of needs, including lack of cohesive family unit, so the impact will need to be measured over a longer period of time. The positives are that we are forming programs and tutoring to address the gap. In a high performing school where the scores of African Americans is not significant in test results, staff buy in for programs has been slow in coming. With a commitment now in place we should be able to institutionalize the processes and programs.

Current-Year Objective 2:

Reduce the suspensions/expulsions and increase attendance of AA/Hispanic students by 15%. The percentage of AA students suspended in the 2005-06 school year was 49% and for Latinos it was 13%. Those groups remain the largest groups suspended this school year. African American attendance was 62% last year and so far this year is 78%. We have initiated a behavior management system, now in its second year called Tools for Success. That program has taken time to implement school wide and some teachers have not used it. Conflict mediation is a tool used through the dean's office to gather families and groups together to resolve conflicts, often which arise from the neighborhood.

Current-Year Objective 3:

Align curriculum with standards in order to ensure all students have equity in instruction and resources and have 75% of students at proficient or above on the math/language arts benchmarks.

As members of the Middle School Initiative teachers administer benchmark assessments every 6 weeks to assess teaching and learning and adjust instruction for intervention and remediation. The leadership team members lead professional development activities to analyze data from benchmarks and create departmental goals. Our technology both in teacher ability and computer upgrades is a barrier to ongoing analysis of data. There are not enough WSF funds left after staffing to address technology needs, though once a technology plan is in place, funding sources can be explored. While the math and language arts departments have developed common assessments and administered the tests, the other departments are in the early stages of that development.

Priorities for 2007-2008

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 API and AYP targets. Below are the data conclusions for each of the five District Goals and the school's key objectives and strategies for the upcoming 2007-2008 school year.

Goal 1: Academic Achievement

Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Data Conclusions for Goal 1

Questions to cover:

1. What are the key data findings observed from last year's CST? What achievement gaps exist (can be grade-level gaps, subject-subject, by racial subgroups, EL vs. non-EL students, Special Ed vs. non-Special Ed students, EDY vs. non-EDY students, etc.). [**Note:** The overall performance of English learners, Special Ed, and socio-economically disadvantaged students should be addressed in Goal 2; however, any achievement gaps that exist for or within these subgroups should be addressed here in Goal 1.]
 2. What patterns or trends have been observed over multiple years?
 3. What additional school data was analyzed, if any (i.e. data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?
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Key Findings: All significant subgroups except the Hispanic met their API targets. There is a gap in that while schoolwide 64.5% are proficient or above in ELA only 24.6% AA, 47.1% ELL, 23% Sp. Ed., and 52.7% Hispanic. In math 69.9% schoolwide are proficient or above, but only 14.8% AA, 46% Hispanic, 26.6% Sp. Ed. while ELL, which includes reclassified, are 65%. This gap with AA and Sp. Ed. students has been present over multiple years.

Key Objectives for Goal 1

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 1 for the school.]

Objective 1: Increase the number of Special Education/AA/Hispanic/ELL students who are far below basic to below basic, and below basic to basic on the CST by 15%

Objective 2: Increase the number of Special Education/AA/Hispanic/ELL students who move from Basic to Proficient on the CST by 20%

Key Strategies for Goal 1

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved student achievement.]

Key Strategy 1: Identify and target students who are far below, below, and basic and create a support system for each student.

Key Strategy 2: Use teaching and learning strategies in the classroom to reinforce the retention of content in subject areas and to review key content area concepts.

Goal 2: Academic Equity

Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Data Conclusions for Goal 2

Questions to cover:

- 1. What special programs (Special Education, GATE, Honors, AP, ELD, language immersion, arts magnet, etc.) are offered at your school?*
- 2. What are the key data findings observed for students participating in these programs from last year's CST? [Note: If academic achievement for students in these programs was disaggregated by racial subgroup and any achievement gaps were observed, these gaps should be discussed in Goal 1.]*
- 3. Are any racial subgroups underrepresented or overrepresented in certain programs (i.e. low African American students in GATE, Honors, and/or AP programs, high numbers of EL students in Special Education)?*
- 4. What patterns or trends have been observed over multiple years?*
- 5. What additional school data was analyzed (can be data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*

Key Findings: GATE/Honors, ELL, and Special Education Programs which include: RSP (with a Slinger land Class), Inclusion, SI and SDC.

In the 6th grade, GATE/Honors students are clustered within a class in groups of at least five. Five classes are made up of students who scored Proficient or Advanced on the CST. In 7/8th grade there are honors math classes based on the Berkeley Algebra Readiness Test. There are also core subject area honors classes.

There is a large music program, as well as art and drama. Except for the Strategic Learners, all students have access to the arts elective.

There are 6 AA GATE-identified students out of approximately 55. 10% of AA students are in Algebra. 16 out of 46 Sp.Ed. Students are designated ELL in 6th grade, 11 out of 33 in 7th grade, and 10 out of 40 in 8th grade. Many of these Sp. Ed. students remain ELL designated because of their CST scores. Our ELA goal for 2005-06 was 68% in ELA and 76% in math on the CST. We did not meet that goal: ELA was 64.5% and math was 69.9%. While each grade level has increased the number of student's proficient over three years, the gain has not been incremental. Over five years the ELA proficiency has gone from 45.7% to 64.5%. Math in the 6/7th grades has gone from 47.9% to 71.2%. In the 8th grade math it dropped last year -7.3%. Algebra scores dropped -8.9% from 90.8% in 2005 to 81.9% in 2006 due to increase in number of math students taking Algebra, some who are clustered according to their Algebra readiness scores and moving at a slower pace than other Algebra classes.

Key Objectives for Goal 2

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 2 for the school.]

Objective 1: 67% of students in ELA and 73% in math will achieve proficient or above on the CST

Objective 2: All students will increase their literary comprehension and fluency by at least one grade level by May 1, 2008.

Key Strategies for Goal 2

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved student achievement.]

Key Strategy 1: Teachers will differentiate the instruction and use supplementary resources to create academic equity for all students

GATE-identified students that meet the core curriculum standards must receive differentiated instruction throughout the school day.

Key Strategy 2: Use pre, post, and on-going assessments of student's reading, writing, and math comprehension and fluency.

Goal 3: Instruction Improvement

Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3

[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]

Key Findings: Approximately 75% of the teachers use the BBC or a variation there of. The binder reminder is used by approximately 80% of the students. All departments are represented on the Middle School Initiative Team, which have designed, administered, and evaluated benchmark assessments. 99% of ELA and 75% of Math teachers are using benchmark assessments. Teachers have increased their use of strategies for checking for understanding.

Departments are reflecting on their teaching practice. Teachers are implementing improvements in classroom strategies and instructions after reflecting on their teaching practice. On site technology does not allow teachers to effectively utilize OARS, Cruncher and Accelerated Reader.

Key Objectives for Goal 3

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 3 for the school.]

Objective 1: Increase the number of teachers using school wide strategies including the BBC, benchmark assessments, and checking for understanding by 25%.

Objective 2: All leadership team members will share and model process for reflecting on their teaching practices with their departments at least three times during the school year .

Objective 3: Teachers will increase student motivation by connecting at least 30 % of their lessons in the classroom to the real lives and concerns of students.

Key Strategies for Goal 3

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved instructional practice at the school.]

Key Strategy 1: Professional development will be facilitated, planned, and implemented by on-site personnel in OARS and Cruncher, as well as strategies for checking for understanding.

Key Strategy 2: Teachers will engage in inquiry and self-reflection in order to refine their practice.

Key Strategy 3: Teachers will use inspirational themes and multicultural approaches to increase student interest and enthusiasm.

Goal 4: School Climate

Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Data Conclusions for Goal 4

[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]

Key Findings:

Of a total of 316 referrals, African American students were referred at a rate of 44.3% and Latino students were referred at a rate of 14%. Of a total of 58 suspensions, African American students were suspended at a rate of 48.4% and Latino students were suspended at a rate of 18%. The attendance targets for the 2005-2006 school year for our African American and Latino student populations were met.

While we have a well functioning student Ecology Program, it is underutilized. Student Ecology Officers can be used to report damage in restrooms, which are often under monitored for cleanliness during the day.

The Peace Patrol, Tolerance, and World Friendship Club programs, as examples, have been effective for a small percentage of the student population. However, due to our lack of effective publication, advertisement, and coordination our overall student and parent population is not aware of these programs.

Key Objectives for Goal 4

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 4 for the school.]

Objective 1: Reduce the referral and suspension rates of African American students and Latino students by 15% by fine-tuning our school-wide discipline plan and training teachers in de-escalation communication strategies. Increase African American students and Latino students' attendance rate by 5% by monitoring truancy issues and increasing the students' desire to attend school.

Objective 2. Improve school climate and safety for all members as evidenced by increased student involvement in, and community awareness of, lunchtime and after school activities.

Key Strategies for Goal 4

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved school climate.]

Key Strategy 1: Continue the implementation of the “Tools for Success” school-wide discipline program hold trainings for new teachers and behavior management for entire staff, so students will have consistent discipline policies throughout the school.

Key Strategy 2: Develop a stronger systematic student/teacher community to build connection, awareness and leadership skills in order to increase student and community participation in and awareness of school lunchtime and after school programs by creating a support network for students that reflects and celebrates the school’s diversity.

Key Strategy 3: Refine emergency preparedness/crisis plan and ensure school-wide communication and implementation of the plan.

Goal 5: Parent and Community Involvement

Significantly increase the involvement of a broad base of parents and community at the school level.

Data Conclusions related to Goal 5

[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]

Key Findings:

Fewer than 25 parents attend the monthly PTA meetings regularly. The community meetings also have fewer than 25 parents attending. African American students’ and Latino students’ parents/guardians were not active in seeking contact with or conferences with their student’s teachers. The parents who participate as members of the SSC are those same parents who are already active and involved in school activities. The tracking of parent volunteers was not consistently implemented.

Key Objectives for Goal 5

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 5 for the school.]

Objective 1: Increase the number of parents who attend PTA and community meetings and are involved in the decision-making processes of the school by informing parents of the opportunities and means available to them to participate and communicate to the parents how their input has been utilized.

Objective 2: To create a warm, friendly and welcoming environment to our parents and community members in order to increase community involvement on site by 20%.

Objective 3: To create a school-wide system to track parent and community partners’ involvement and volunteering at the school and school-related events in order to increase parent/community participation.

Key Strategies for Goal 5

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved parent and community involvement.]

Key Strategy 1: To effectively communicate with our parents and community partners.

Key Strategy 2: To improve community relations in the main office and make the main office entrance more visually welcoming.

Key Strategy 3: To have accurate records tracking the involvement and participation of parents and community members in volunteering and attendance at school events.

ACTION PLAN

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 API and AYP growth targets. In order to achieve the key objectives and implement the key strategies set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards:

Goal 1: Academic Achievement

Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Identify and target students who are far below, below, and basic and create a support system for each student.</p> <ul style="list-style-type: none"> • High leverage activities: Institute lunchtime programs specifically targeting AA/Latino basic, below basic and far below basic students focusing on academic skills to close the achievement gap • High leverage activity: Create individual learning plans, parent contracts, and a mentoring program for each student not already in other support programs.” Student Success Plans” for GATE/Honors underachievers • High leverage activity: Create a small learning community within the school so that students share the same core teachers. • High leverage activity: SWI members will provide access to current benchmark assessment strategies and best practices. • High leverage activity: Students Far Below and Below Basic will be scheduled in Prentice Hall Support classes/Academic Exploration/after school Beacon/Sunset Youth Services. • High leverage activity: Student academic progress, especially for students who fall below a C average, will be communicated through a variety of means: binder reminder, email, progress reports, and phone calls. • High leverage activity: Parent meetings of tutored students to give 	September, 2007-June, 2008	\$13,150(extended hours)		SIP	CST data
	Same as above				
	October, 2007-June, 2008				
	September, 2007-June, 2008				
	October, 2007				

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

parents strategies to move their child towards academic proficiency.					
<p>Key Strategy 2: Use teaching and learning strategies in the classroom to reinforce the retention of content in subject areas and to review key content area concepts.</p> <ul style="list-style-type: none"> • High leverage activity: Use highly used academic word list schoolwide in homeroom and content area classes • High leverage activity: Use curriculum meetings to present models for differentiated learning strategies and culturally relevant pedagogy. • High leverage activity: All teachers will receive staff development in SDAI strategies, multiple intelligences, and other differentiation of instruction strategies. • High leverage activity: Vocabulary word list will be published for parents in the Wednesday Envelope and on the school webpage. • High leverage activity: Checking for understanding strategies will be shared at faculty meetings and observed by administrative walkthroughs • High leverage activity: Explicitly teach organizational skills in core subjects. 	September, 2007-June, 2008	\$289 Instructional materials and supplies	WSF		District support with Professional Development

Monitoring and Assessment for Goal 1

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above? Classroom observations, staff agendas at meetings, student lunchtime agenda and sign-ins, daily and Wednesday bulletin, staff development agendas and sign-ins.*
2. *How will the school evaluate its progress towards achieving the desired objective(s)? Through test results both authentic and standardized, student work assessments, writing rubric*
3. *What data will be collected to measure progress? CST scores, IEP Goals and Objectives and achievement of those, CELDS and LALAR results, benchmark assessments, OARS, Cruncher*

Goal 2: Academic Equity

Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

<p style="text-align: center;">Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁴ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: Teachers will differentiate the instruction and use supplementary resources to create academic equity for all students, including ELL, GATE, and Sp. Ed.</p> <ul style="list-style-type: none"> • High leverage activity: Use Cruncher/OARS data to disaggregate information to target skill deficiencies and best practices to reteach in math and ELA. • High leverage activity: Teacher driven Professional Development modeling strategies for differentiating instruction to meet the needs of ELL, GATE, and Sp. Ed. students. • High leverage activity: Standards-based instruction and assessment in all classes, including Physical Education and the Visual and Performing Arts. • High leverage activity: IEPs are aligned to State Standards and content area curriculum is modified to meet the needs of Sp. Ed. students. • High leverage activities: Standards-based supplementary materials challenge GATE students and they receive assignments based on assessments that go beyond the regular assignments and are more in depth, complex, novel, and accelerated. All 6/7th grade parents receive information on the criteria, qualifications, and eligibility for the Honors Program. A designated GATE Parent Coordinator will attend district meetings and be the liaison between the school and parents. • High leverage activity: The teachers and staff, as part of grade level meetings and/or through SAP/Care Team process, will schedule extended learning time and supplemental support programs designed for students who are not demonstrating success in meeting standards. • High leverage activity: Principal will review teacher course outlines for alignment with state standards. 	<p>September, 2007-June, 2008</p> <p>Same as above</p>	<p>\$5,000 instructional materials and supplies</p>		<p>Block</p> <p>Arts/State funding</p>	<p>Updated data information And computer upgrade</p> <p>Accurate and updated ELL, SP. Ed. and GATE info by school start</p> <p>VAPA-list of Consultants</p>

³ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken or will begin, and the date it will be completed.

<ul style="list-style-type: none"> • High leverage activity: Arts Professional development opportunities for staff will be available • High leverage activity: All students will receive through their science class brain development instruction to understand their own learning development 	Same as above				
<p>Key Strategy 2: Use pre, post, and on-going assessments of student's reading, writing, and math comprehension and fluency.</p> <ul style="list-style-type: none"> • High leverage activity: Librarian will with implement Accelerated Reader (AR) and Accelerated Math and all targeted students including, but not limited to ELL, Sp. Ed., and GATE will participate. • High leverage activities: Schoolwide weekly Reading Logs with parent signatures will be turned into English teachers at least once each grading period. • High leverage activities: Targeted students will be tested with a specified assessment tool to diagnose reading impediments. • High leverage activity: Pre-and Post AR assessments will occur for all students. • High leverage activity: Teachers will maintain individual professional growth plans of activities related to meeting standards, instructional practice, and differentiation of instruction. • High leverage activity: AVID (Advancement via Individual Determination) curriculum designed to help underachieving students prepare for and achieve in high school and college by teaching organizational and student skills will be implemented. • High leverage activity: Teachers in core subjects will use student work samples to review teaching strategies used for reading comprehension and writing. Adjustments in instruction will be made based on the conclusions of these meetings. 	<p>September, 2007-June, 2008</p> <p>September, 2007 May, 2008</p> <p>September, 2007-June 2008</p> <p>September, 2007-June, 2008</p> <p>Monthly</p>	\$4,000 instructional materials (software-AR Reading)		Instr.&Lib Mtls & Ed Tech	Tech support

All Monitoring and Assessment for Goal 2

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above? Classroom observations, library schedule and AR use by teachers, professional development agendas and sign-ins, reading log turn ins and parent signatures
2. How will the school evaluate its progress towards achieving the desired objective(s) increase in grade level fluency and comprehension of students, staff development agendas, classroom observations, increase in CST scores, OARS/Cruncher results, student grades
3. What data will be collected to measure progress? Review of CST scores, AR pre and post test results for individual students, OARS/Cruncher results, Bench mark assessments, Writing rubrics and CST writing scores

Goal 3: Instructional Improvement

Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Professional development will be facilitated, planned, and implemented by on-site personal in OARS and Cruncher, as well as strategies for checking for understanding.</p> <ul style="list-style-type: none"> • High leverage activities: Professional development in OARS/Cruncher to establish individual and classroom interventions and re-teaching strategies by SWI and Leadership Team. • High leverage activities: Schoolwide checking for understanding strategy used (walk the classroom to engage with individual students and groups). Share checking for understanding strategies at curriculum and department meetings. Schoolwide strategies shared with parents in Wednesday Envelope. • High leverage activity: Implement BBC strategies-Do Now and Aim schoolwide. Share samples at monthly meetings/peer observations. • The Leadership Team will develop a schoolwide yearlong Professional Development Plan that includes SDAIE, differentiation, SWI, QTEL, multiple intelligences and common planning time to facilitate meetings. 	<p>September, 2007-March, 2008</p> <p>Same as above</p> <p>September, 2007-June, 2008</p>	<p>\$1,782material /supplies</p>		<p>Discretionary Block Grant</p>	<p>Data available in a timely manner</p> <p>Community speakers available</p>
<p>Key Strategy 2: Teachers will engage in inquiry and self-reflection in order to refine their practice.</p> <ul style="list-style-type: none"> • High leverage activities: Peer teacher observations/mentors for new and veteran teachers • High leverage activities: Leadership team initiates focus group reading and models reflective practice in department meetings • High leverage activities: Department course binders will include pacing guides, sample lessons, and course outlines. Department meetings will include best practice lessons, examining exemplars, 	<p>September, 2007-June, 2008</p> <p>Same as above</p> <p>Same as above</p>	<p>\$4,000 substitutes</p> <p>\$1,571 instructional materials</p>		<p>SIP/ELL/Block</p> <p>ELL</p>	<p>Human resource processing in a timely manner and substitutes available</p>

⁵ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken or will begin, and the date it will be completed.

questioning strategies, critical thinking skills, and inquiry. <ul style="list-style-type: none"> • SWI members will share benchmark assessment results at department meetings, intervention strategies and data analysis at after school/lunch meetings. 					
Key Strategy 3: Teachers will use inspirational themes and multicultural approaches to increase student interest and enthusiasm. <ul style="list-style-type: none"> • High leverage activities: Journal responses to inspirational quotes will occur in specified classrooms and schoolwide through the bulletin. • High leverage activities: Oral history projects to express pride in their own families and culture will occur in social studies classes • High leverage activity: A community building assembly will be held in early September for all grade levels to set a positive tone that reflects the school's diversity. 	September, 2007-June, 2008 Same as above September, 2007	\$2,000 supplies/instructional materials		Block Grant	

Monitoring and Assessment for Goal 3

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above? Administrative walkthroughs, leadership team meetings, classroom observations, administrative meetings, lesson plans
2. How will the school evaluate its progress towards achieving the desired objective(s)? Percentage of classrooms using BBC, teacher evaluations, meeting agendas, binder contents
3. What data will be collected to measure progress? Course outlines, OARS/Cruncher scores, AR pre-post tests, summary evaluations, benchmark assessments

Goal 4: School Climate

Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
Key Strategy 1: Continue the implementation of the "Tools for Success" school-wide discipline program so students will have consistent discipline policies throughout the school.					

⁷ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

<ul style="list-style-type: none"> • High leverage activity: Focus the 2007-2008 school years' behavior management system monthly meetings on the positive classroom management components of the program. • High leverage activity: Implement the training of new teachers and support the continued education of current staff in the program components. • High leverage activities: Expand the 6th grade Tolerance program into a 7th and 8th grade program as well so the concepts of Tolerance, anti-bullying, and communication strategies become school-wide across all grade levels this will be accomplished through the Social Studies Department with the assistance of the grade-level counselors. • High leverage activities: Parents/caregivers/guardians will be notified of student absences in a timely manner and strategies will be in place to increase student attendance (parent conferences, mentoring, positive incentives). • Staff will attend professional development on conflict resolution, supervision procedures, and behavior policies and strategies to deescalate student behavior. 	<p>September, 2007-monthly</p> <p>September, 2007-June-2008</p> <p>Daily</p> <p>Monthly as needed</p>	<p>\$500 supplies</p>		<p>Target Inst. Improv. Block</p>	<p>Districtwide Tools for Success implemented</p>
<p>Key Strategy 2: Develop a stronger systematic student/teacher community to build connection, awareness and leadership skills in order to increase student and community participation in and awareness of school lunchtime and after school programs by creating a support network for students that reflects and celebrates the school's diversity.</p> <ul style="list-style-type: none"> • High leverage activity: Club Med: A student/parent/teacher contractual lunchtime tutoring, homework help and social-networking club designed to assist "at-risk" students' socio-academic performance. • High leverage activity: Peace Patrol: A lunchtime group of students who are instructed in non-violent communication and mediation strategies to assist them in feeling safe on campus and feeling empowered to communicate clearly and with empathy. • High leverage activity: G.R.E.A.T. program: Gang Resistance Education and Training school-based law enforcement 	<p>September, 2007-June, 2008</p> <p>Same as above</p>	<p>See Goal 1</p>			<p>CST scores</p>

<p>officer-instructed curriculum designed for the prevention of delinquency for the 6th grade.</p> <ul style="list-style-type: none"> • High leverage activities: The Healthy School Team will increase its visibility on campus to provide additional violence prevention, diversity, anti-slur and anti-defamation, tolerance and conflict resolution and provide positive alternative activities: lunch time activities, sailing, and boating. There will be a Jag Day for student team-building with staff, community, and parent participation. • High leverage activities: Utilize the Wednesday Envelope system (with Cantonese and Spanish translations), the school’s web site, parent meetings, and the PTA to disseminate information about these and other programs. Implement a “bring a buddy” program where parents who attend meetings and know of these activities will bring another adult with them. <p>Key Strategy 3: Refine emergency preparedness/crisis plan and ensure school-wide communication and implementation of the plan.</p> <ul style="list-style-type: none"> • High leverage activity: Update all emergency cards bi-yearly. Students will be required to turn in an emergency card at the start of the school year as one requirement in order to get a hallway locker. Then again after the Winter Break, homerooms will send home emergency cards in order to get updated information. • High leverage activities: Hold a school-wide emergency preparedness drill in the first two months of the school year in order to assess the workability of the plan and to improve the plan’s implementation. • High leverage activities: Emergency backpacks on each floor with the floor captains and first aid kits in each classroom that are kept freshly stocked by the teachers. • High leverage activities: Administrative staff will review the emergency preparedness/crisis plan procedures and assignments for crisis situations with staff at the beginning of the school year and again after Winter Break. 	<p>September, 2007</p> <p>Weekly</p> <p>September, 2007 January ,2008</p> <p>October, 2007 January, 2008</p> <p>September, 2007</p> <p>September, 2007 January, 2008</p>	<p>\$658 instructional materials</p>		<p>Target Inst Improv Block</p>	
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Monitoring and Assessment for Goal 4

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above? Attendance records, schoolwide activity calendar, emergency card and behavior plan signed turn in number, Wednesday envelope contents, student participation in activities, club attendance and number of clubs, SST logs*
2. *How will the school evaluate its progress towards achieving the desired objective(s)? number of participants in events, actual scheduled drills, attendance increases, number of student referrals, Tools for Success paperwork*
3. *What data will be collected to measure progress? student referrals/suspensions/expulsions, attendance data, incident reports, drill logs, club, activity agendas and sign ins*

Goal 5: Parent and Community Involvement

Significantly increase the involvement of a broad base of parents and community at the school level.

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: To effectively communicate with our parents and community partners and ensure that their voices are heard in the decision making process.</p> <ul style="list-style-type: none"> • High leverage activities: The school will recruit parents to participate in School Site Council (SSC) and English Language Advisory Committee (ELAC). Fall elections will be held to determine selection of members. Results of elected parent representatives will be published. • High leverage activities: SSC meeting will be held once a month. The SSC chair will post the agenda and minutes in a timely manner. The SSC will maintain representation of at least 2 parents and 1 community member on the committee. • High leverage activities: SSC will hold community meetings in the spring to make suggestions and review the school site Academic Plan. A parent Leadership Team through the PTA will help with activities at school including the preparation of the Wednesday Envelope, written and oral translation, presentation of parent workshops, fund-raising and, 	<p>September , 2007-June, 2008</p> <p>September, 2007through May, 2008</p> <p>Weekly- September, 2007-June , 2008</p> <p>September, 2007- monthly</p>				<p>District Parent Office for workshop providers</p>

⁹ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

<p>chaperoning at school events.</p> <ul style="list-style-type: none"> • High leverage activities: The Principal will attend the PTA board meetings and general meetings. • High leverage activity: Parent meeting of tutored students to give strategies for academic success through parent/teacher/student partnership. • High leverage activity: Increase the number of family cultural potluck dinners sponsored by the PTA to two per semester (instead of one per year), two community meetings, parent workshops, and disseminate information to the parents and community partners of school events, functions, and needs at this event(student incentives for parent attendance). • High leverage activities: The school will send home Wednesday Envelopes with every student via the homeroom class, the students' citizenship grade will be partially determined by bringing back a signed envelope weekly. • High leverage activities: Publicize assemblies, concerts, productions, and celebrations via the Wednesday Envelope, the school's web site, and community flyers. • High leverage activity: Create a monthly event calendar for the public to stay informed of events and opportunities in the main office lobby. • High leverage activities: Provide Cantonese, Vietnamese, and Spanish translation for all communications and events (other languages as needed and available). • High leverage activities: The school will provide the students with a planner, the Binder Reminder, to inform parents of special events, student grades, and as a communication tool. Homeroom classes will have lessons for students on how to utilize the planner and the students' citizenship grade in homeroom will be partially determined by students writing down the assignments and homework for each class. • High leverage activities: An incoming 6th grade Move-Up Night in May, 2007 and orientation in August will be held with information materials included to introduce parents to school expectations. • High leverage activities: All 6/7th grade parents receive information on the criteria, qualifications, and eligibility for the 	<p>through June, 2008</p> <p>September 2007</p> <p>September, 2007-June, 2008</p> <p>May, 2007 August , 2007</p> <p>Quarterly-</p>	<p>\$1,877 instructional materials and supplies</p>		<p>SIP</p>	
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<p>Honors Program. A designated GATE Parent Coordinator will attend district meetings and be the liaison between the school and parents.</p> <ul style="list-style-type: none"> • High leverage activities: Community partners will make presentations to the staff and parent community to inform these groups of available services. • High leverage activities: Every effort will be made to provide translation where necessary at Parent/Teachers conferences. • High leverage activities: Within the first 3 weeks of school, all teachers will send home an outline of their class curriculum, expectations and how parent and teacher wish to be contacted. • High leverage activities: Parent/Teacher conferences will be held semi-annually. Students identified as Basic, Below Basic and Far Below Basic will be targeted to attend, including unchaining GATE/Honors students • High leverage activities: Information on how to acquire translation services to monolingual parents and/or partners will be available. • High leverage activities: The APG web site will be updated regularly to communicate school schedules, major events and communication between parents and the school. 	<p>Sept-June</p>				
<p>Key Strategy 2: To improve community relations in the main office and make the main office entrance more visually welcoming.</p> <ul style="list-style-type: none"> • High leverage activity: Secretarial staff will role-play scenarios with the Teacher’s Assistants (TAs) focusing on greeting the public and interacting with parents and community members in a welcoming and inviting manner. • High leverage activities: Secretarial staff will train the TAs how to properly answer the phones and take and deliver messages. • High leverage activities: Create a family resource center on-site that houses health, safety, and resource information for parents and community members. This resource center will also have an area for young children to play games or read while their parents are speaking with school personnel. • High leverage activities: The Visual Arts teacher will utilize the students to create art installations and posters to create a space that is inviting and aesthetically pleasing to visitors in the main office entrance. 	<p>September, 2007</p> <p>October, 2007-ongoing</p> <p>September, 2007-June, 2008</p>	<p>\$1,500 equipment</p> <p>\$5,000 Xerox maintenance</p>		<p>SIP/ DISCRETIONAY BLOCK</p>	

<p>Key Strategy 3: To have accurate records tracking the involvement and participation of parents and community members in volunteering and attendance at school events.</p> <ul style="list-style-type: none"> • High leverage activities: In order to centralize the record of volunteers and attendance at school events the main office secretarial staff will keep and maintain a log. The principal will assist by turning in the numbers and names (if applicable) of parents and community members who attend school events to the main office secretarial staff. • High leverage activities: The Parent Liaison will send out monthly acknowledgements to parents and community members who have volunteered and/or attended events. A monthly bulletin in the Wednesday Envelope, individual letters, and/or phone calls will be utilized. 	<p>September, 2007-June, 2008</p> <p>Monthly-September, 2007-June, 2008</p>				
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Monitoring and Assessment for Goal 5

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above? PTA/SSC meeting/ observation, surveys*
2. *How will the school evaluate its progress towards achieving the desired objective(s)? parent/staff/student survey/ volunteer log s*
3. *What data will be collected to measure progress? Meeting agendas (PTA?ELAC?SSC, meeting attendance, parent logs, Sign-ins for Parent Resource Room*

School Site Council (SSC) Membership

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Leslie Trook		X					
Anne Bjornson			X				10-5-2007
Shelby Watkins			X				10-5-2007
Patty Golumb			X				10-5-2007
Jennifer Silverman			X				10-5-2007
Delia Levine (alt)							10-5-2007
Mozelle Waiters				X			10-5-2007
Sabine Reynaud (alt)					X		10-5-2007
Luke Jones					X		10-5-2007
Glendora Jones					X		10-5-2007
Ian Sankey					X		10-5-2007
Tanie Chantara						X	10-5-2007
Melissa Mejia						X	10-5-2007
Stephanie Oweyong (alt)						X	10-5-2007
Shelley Deng						X	10-5-2007
Numbers of members of each category		1	4	1	3	4	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based schoolsite and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- *Add one or more "nonschoolsite personnel" to an existing school site council to form the "school site and community team"; or*
- *Appoint a "school site and community team" unrelated to the membership of the school site council.*

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Leslie Trook		X						
Natalie Eberhard				X				
Bonnie Daley			X					
Jane Phillips			X					
Danny Genera						X		10-5-2007
Lan Pham					X			10-5-2007
Marcela Arumir					X			10-5-2007
Flor De Maria Monteza					X			10-5-2007
Numbers of members of each category		1	2	1	3	1		

The composition of the English Learner Advisory Committee (ELAC) must contain parents of EL students.

The percentage of parents of EL students is to be at least the same as that of EL students at the school.

School Advisory Committee (SAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected

The composition of the School Advisory Council must be such that it contains a majority of parents.

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 sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___ English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - ___ Gifted and Talented Education Program Advisory Committee
 - ___ Other (*list*)
4. 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.
5. 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.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: 2-1-2007
 - B. One meeting to present plan upon its completion.
DATE: 3-1-2007
7. This school plan was adopted by the school site council on: March 16, 2007
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

Leslie Trook

Typed name of school principal	Signature of school principal	Date
Jennifer Silverman		
Typed name of SSC chairperson	Signature of SSC chairperson	Date