

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**ALAMO SCHOOL #413**

School

**38 68478 6040695**

CDS Code

**April 12, 2007**

## **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.

## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

All students at Alamo have access to district adopted core curriculum and State Board of Education approved instructional materials that are aligned with State content and performance standards. All students receive the required number of instructional minutes in the core curriculum. Teachers demonstrate instructional practices outlined by the California Standards for the Teaching Profession.

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

Alamo Elementary School teachers implement the SFUSD adopted instructional materials for all students including EDY, Special Education, ELL, and GATE. All students have access to a consistent inventory of grade level and ability appropriate instructional materials.

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

All Alamo staff participate in professional development activities throughout the year that are aligned with the district and site's academic goals including the initial school year analysis of student performance data, professional reading centered on pedagogy with emphasis on best practices, and continual improvement of instructional strategies. This year during staff meetings and professional development days, we've begun to look closely at the CA Science Standards with school-wide conversations centered on creating a scope and sequence utilizing Foss Science Kits and the upcoming science adoption materials. Approximately 10 teachers attended the CA Science Conference at Bill Graham Memorial Auditorium in San Francisco in October of 2006. We've continued to articulate best practices in the implementation of a well-articulated Writing plan with the availability of grade-level planning time, articulation on CA. State Writing Standards. Continued focus has been placed on raising the achievement of English Learners, African American students and all students scoring below proficient on the CST assessment.

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

All targeted students, identified on the basis of detailed and specific analysis of academic performance, attendance and other data, receive appropriate supplementary support and/or extended learning time. The Consent Decree paraprofessional, special education staff and community volunteers assist teachers in providing additional individualized instructional support to targeted at-risk students.

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

The Alamo English Language Development teacher on special assignment, and classroom teachers as well as coordination of resource materials/programs through ELAP and SIP funds provide instructional assistance and support to underperforming students and English Learners. The Richmond District After School Collaborative, after school tutorial provided by several teachers voluntarily, offer homework assistance and specialized programming for under performing students.

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

At the opening of school and throughout the year Staff Development days and staff meetings are set aside to provide opportunities for staff to meet in Grade Level Teams to analyze and disaggregate CST and student performance data for the purpose of identifying any grade-level pattern of weakness in Language Arts and Math or to identify any targeted student population particularly ELL/EDY, for the purpose of strengthening instructional practices and providing any needed intervention. Utilizing information provided by the District Research Department information is gleaned to drive instructional practices. At least two times per year the principal meets individually with each teacher to conference on instructional practices being utilized, and to examine data. Site assessment data is used to target resources to the areas of greatest need. The activities in the Academic Plan reflect this analysis.

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

A coordinated effort is in place that taps into a wide array of resources including parent volunteers who tutor students in Language Arts and Math, provide enrichment through the *Junior Great Books* program and assist the teacher inside the classroom. A long history of community support prevails at Alamo with retired teachers, former staff, former students and parents volunteering to support under performing students. The PTA and Foundation

rigorously fund raise to provide enrichment programs that enhance the education of all students to include but not limited to: additional personnel, support services and materials, one music consultant, fine arts consultants, and one P.E. consultant. Through the San Francisco Arts Grant students receive opportunities in World Dance, Poetry and Shakespeare drama. During September 2006 the Alamo Library was redesigned involving the entire community. Through this initiative we restructured the space, created an “open” system whereby students can come several times throughout the week to renew and read additional books. This is being made possible with the addition of our Prop H Library Media Specialist, community and parent volunteers and students and teachers learning to use the Follett System independently.

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

Alamo has made great gains in educating its English Learner population. An increased diversity of students and students learning English has created a greater need to differentiate instruction and strategize to assure that all students are receiving equal access to the curriculum. Continued professional development in the area of best practices, individualized assessment and instructional strategies to best meet the individual needs of students struggling is an ongoing challenge for all teachers. The lack of computers within the classroom at Alamo has inhibited teachers’ ability to differentiate instruction in the use of technology and software programs. We are changing this dynamic and have begun adding computers this school year.

7. Limitations of the current program to enable under-performing students to meet standards:

The rigor with which teachers must plan and focus their instruction to address each grade level standard and meet the learning needs of all students is challenging. Precision like instructional practices designed through grade-level planning, professional development and following a year long plan for instruction helps to insure that under performing students are receiving the intervention and attention needed to grow and be successful.

# Insert SARC Highlights

## ACADEMIC PLAN EXECUTIVE SUMMARY

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**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 related to Goal 1:**

Alamo School met 21 out of its 21 2006 Adequate Yearly Progress (AYP) criteria, as well as all percent proficient criteria of its Annual Measurable Objectives (AMO). 75.4% of Alamo students performed At or Above Proficient in English Language Arts. (67.9% last year) 86% of Alamo students performed At or Above Proficient in Mathematics. (76.1% last year) Alamo met and exceeded its Academic Performance Index target with an API of 900. (864 last year) In the area of written language, 86.1% of Alamo fourth grade students scored at or above “Basic” on the California Writing Standards Assessment.

*Based on the above data conclusions the following are the objectives for Goal 1.*

### **Objective 1:**

Provide focused instruction for those students who scored below proficient in ELA in an effort to move up 50% of those who scored basic and 100% of those who scored BB/FBB at least one proficiency level.

Basic: 79 students scored basic. Goal will be to move at least 40 students up to proficient.

Below Basic: 24 students scored below basic. Goal will be to move all at least one proficiency level.

Far Below Basic: 13 students scored far below basic. Goal will be to move all 13 at least one proficiency level or higher.

### **Objective 2:**

Provide focused instruction for those students who scored below proficient in Math in an effort to move up 50% who scored basic and 100% of those who scored BB/FBB at least one proficiency level.

Basic: 50 students scored basic. Goal will be to move at least 25 students up to proficient.

Below Basic: 15 students scored below basic. Goal will be to move all 15 students up at least one proficiency level.

Far Below Basic: 1 student scored far below basic. Goal will be to move this one at least one proficiency level or higher.

*The above objective(s) will be achieved by the implementation of the following activities:*

1. English Learners (ELL's) will be provided with English language development instruction based on the California ELD standards, which is appropriate for their identified levels of language proficiency through the use of Houghton Mifflin's Universal Access and the newly adopted Rigby ELD materials provided by the SFUSD Multilingual Department. Teachers will receive ongoing professional development in the use of the Rigby ELD materials and release time to work in grade-level teams to develop action plans in the use of this new material.
2. Students performing below basic in English Language Arts and Mathematics will receive additional intervention from the ELL/At-Risk support teacher, and support staff.
3. School wide professional development days will emphasize strategies to improve ELD instruction with the goal of helping students attain academic English and the development of a school wide Writing Program. Through this focused effort teachers will grow in their delivery of instruction to ELLs and provide a more articulated writing program that will result in all students strengthening their literacy.

4. Professional Development will include continued staff development in instructional strategies that will help in specifically targeting subgroups who may be struggling. Training will be provided to staff on the Read Naturally Program, a computer software program that develops fluency in struggling readers. This computer software program will be available in each classroom by the end of the school year in 2007. This program is known to provide great benefit to English Learners. Emphasis will be placed on the continuation of the development of the best practices in writing instruction focusing on each grade-level California Writing Standard.
5. Classroom teachers, EL/ELD support teacher, will provide targeted students with daily supplementary support in developing reading competencies.

**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 related to Goal 2:**

As measured by the 2006 CST Assessment 65.7% of English Language Learners scored proficient or above in English Language Arts (53.4% last year) and 85.1% in Math (68.5% last year). We are very pleased with this growth, particularly in math, which demonstrates that the equity gap is closing at Alamo. Although Alamo’s English Learners are above the district and state average in scoring proficient or above, a continued effort to narrow this gap will be emphasized. 100% of Alamo students receive the required number of instructional minutes in the core curriculum, utilizing district adopted materials in alignment with State and District Standards, as evidenced by the Schedule of Instructional Time Allotments, and measured by Teacher Plan Books and Student Attendance records.

API for Numerically Significant Subgroups:

	This Year: 2006	Last Year: 2005
Asian:	895	858
White (not of Hispanic origin)	931	907
Socioeconomically Disadvantaged	870	811
English Learners	874	805

Three students who tested are African American: They all scored Basic. Our goal will be to bring them up to proficient. Of the 31 students with disabilities, 10 scored proficient/advanced or 32.3%. Of the 24 hispanic or latino students 14 or 58.3% scored proficient/advanced.

*Based on the above data conclusions the following are the objectives for Goal 2.*

**Objective 1:**

All targeted subgroups-AA, Latino, and ELL will continue to meet and exceed their API goals and close the achievement gap.

34.3% of ELL students scored below proficient in ELA (Last year 48.7%) 14.9% scored below proficient in Math. (Last year 32.9) The target will be to move all students who scored Basic to Proficient and any students who scored below basic up to basic or above. All targeted students performing below basic in English Language Arts and Mathematics, as measured by the California Standards Test (CST) and on the basis of analysis of academic performance, attendance and other data, will receive appropriate supplementary support and/or extended learning to raise their performance level to above basic on the CST.

**Objective 2:**

100% of student learning will be aligned to State Content and ELD Standards, reflecting the consistent use of the adopted core curriculum.

*The above objective(s) will be achieved by the implementation of the following activities:*

1. Students performing below basic in English Language Arts and Mathematics will receive additional support and intervention from the ELL/At-Risk support teacher, Consent Decree staff and the after school tutorial program.
2. All students' (including RSP, Inclusion, GATE, EDY, ELL and at-risk) differing learning styles will be addressed through the use of various learning modalities including (but not limited to): text books, workbooks/sheets, hands-on activities, slides, videos, tapes, microphones, headsets, computers, software, overhead transparencies, large and small group presentations, and field trips.

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**Goal 3: Initiatives to Improve Instruction:** 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:**

53% of English Learner students tested at the advanced and/or early advanced levels as measured by the 2005-2006 CELDT assessment. 43% of these students were reclassified as Fluent English Proficient.

Although the school is meeting its academic growth criteria and targets, and shows improvement in English Learner (EL) reading and math scores, the data continues to reveal an achievement gap between EL students and English Proficient (EP) students.

*Based on the above data conclusions the following are the objectives for Goal 3.*

**Objective 1:**

The Alamo community will seek and implement innovative instructional strategies to improve reading skills for all students, and diminish the achievement gap between EL and EP students, through the use of the Houghton Mifflin, Rigby ELD Program, Jr. Great Books, Read Naturally and, as measured by the CST, CAT6, RESULTS and Houghton Mifflin assessments.

**Objective 2:**

Student Literacy will be enhanced and enriched through 100% participation in daily school and classroom library programs, as measured and monitored by Literature Logs and the Follett Automation System. This year, our library was completely redesigned and is now a beautiful place to reinforce the love of reading. We created an open checkout system and have employed the use of many community volunteers to help facilitate this new structure. Students are now able to check out all throughout the week as they finish reading each book.

*The above objective(s) will be achieved by the implementation of the following activities:*

1. All staff will be offered continued training in Houghton Mifflin, Jr. Great Books, and Read Naturally Programs and will be provided with the teaching materials necessary for instruction.
2. Every class will participate in the school wide library program to obtain books that will support and enrich the language arts curriculum, develop research skills, and encourage a love of books and enthusiasm for reading. As a result of an increased level of books being read due to our “open” library schedule, students will demonstrate growth in reading comprehension and fluency as demonstrated by a higher % of students scoring proficient on CST as stated in Goal 1.
4. Reading and writing standards will be integrated across the content areas.
5. A major initiative has been employed to design and implement a technology master plan. This has been a huge challenge in that Alamo School has had few to no networked and operational computers within each classroom. Over the course of the 2006/07 school year we have continued to focus our vision on the creation and development of this plan and are now currently beginning to receive computers through several avenues to include: our block grant, donations received through a company that works alongside the district, the PTA, etc. Our vision is to have at least 3 to 4 computers in each classroom that can be used to augment the curricular program in such programs as Read Naturally, etc. We believe that this will greatly benefit our struggling learners and further help to narrow any achievement gap.

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**Goal 4: School Climate:** Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

**Data Conclusions related to Goal 4:**

Community meeting feedback and site satisfaction surveys indicate that the vast majority of Alamo’s parents, teachers, and students strongly agree or agree that Alamo School is safe and secure, and maintains high expectations for students. Cleanliness, safety and emergency preparedness remain high priority areas. Alamo currently staffs 2 custodians. 97.7% of parents, 85.9% of students, and 100% of Alamo teachers surveyed indicated that they are happy with Alamo School.

*Based on the above data conclusions the following are the objectives for Goal 4.*

**Objective 1:**

Ensure that school grounds and facilities are properly maintained for the health and safety of the entire school community, as measured by annual parent, student, and staff surveys and custodial staff reviews.

**Objective 2:**

Peer relationships, self esteem, and personal/social skill development will be enriched and enhanced through the TRIBES and Esteem Builders programs, mandated health related curriculum, and activities sponsored by the school climate committee and student council, as measured by TRIBES community circles, fewer office

referral forms, and health standards. Our *Be A Friend* motto will be emphasized each day during morning assembly led by the principal.

*The above objective(s) will be achieved by the implementation of the following activities:*

1. Requests for building repairs and maintenance will be reported to the office staff, who will promptly submit work orders online to Buildings and Grounds. These requests will be followed up with written memorandums and phone calls until work is completed.
2. The Student Council and Climate Committee will plan activities to support the “BE A FRIEND” theme and TRIBES inclusion focus to improve student morale, conduct and self-esteem.
3. Prop H Counselor will provide support by working with students individually and in small social skill building groups.
4. CARE Meetings will continue once per month whereby Teachers, Principal, RSP teacher, Psychologist, and Counselor will meet to discuss concerns regarding individual students. .

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**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:**

Community meeting feedback and site satisfaction surveys indicate that the majority of Alamo’s parents strongly agree or agree that Alamo provides opportunity for parent involvement, communicates effectively, is friendly and welcoming, demonstrates respect, has an active School Site Council, and practices shared decision making.

*Based on the above data conclusions the following are the objectives for Goal 5.*

**Objective 1:**

All Alamo parents and community members will be well-informed and provided with the opportunity to participate in school activities, as evidenced by the archives of monthly translated Parent Press newsletters and other event flyers contained in the weekly “Wednesday Envelope”.

**Objective 2:**

Alamo School’s high level of volunteerism (375+ registered parent and community volunteers) will continue with increased ELAC, Foundation, PTA and SSC participation and involvement. Focused support of the Academic Plan’s Objectives and Activities, will be monitored as measured by the daily log of volunteer hours, meeting sign-in rosters, and annual parent volunteer interest surveys.

*The above objective(s) will be achieved by the implementation of the following activities:*

1. Monthly meetings will be scheduled for the English Language Advisory Council (ELAC), PTA, and School Site Council (SSC). All parents and greater school community will be encouraged to attend all meetings. Meeting dates are published in the Parent Press, and the agendas and minutes are posted at the school site at least 72 hours in advance.
2. The PTA and Alamo Foundation will involve ELL parents and community in school wide activities by providing bilingual translators at meetings, volunteer orientations, events and activities.

3. To enlist the active participation of ELL parents and elected members of ELAC, staff or other ELAC members will personally contact members in their native language(s). Meetings will be scheduled in accordance with the availability of the majority of the members.

## Action Plan

**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.

Student groups participating in this goal:

**English Language Learners (ELL)**

Performance gains expected for these students:

**At least 50% will move to Basic or Above in ELA and Math; At least 50% in ELA and 50% in Math will move to the Above Basic Range.**

Means of evaluating *progress* toward this goal:

**Ongoing Houghton Mifflin, Harcourt, RESULTS assessments**

Group data needed to measure academic gains:

**CST/CWST results data**

### Objective #1

- Currently, there are **13** students who scored far below basic, **24** who score below basic and **79** students who scored basic in ELA. The ELA target is to move **100%** of FBB and BB students to the basic or above basic range and **50%** of basic students or **40** students to the proficient range. Currently **65.7%** of ELL students perform at or above proficient in English Language Arts. The ELL target is to increase performance by 10%.

### Objective #2

- Currently there are **1** student who scored far below basic, 15 students who scored below basic and **50** students who scored basic in Math. The Math target is to move at **100%** of students to the basic or above basic range, and **50%** or **25** students to the proficient range. Currently **85.1%** of EL students perform at or above proficient in math. The ELL target is to increase performance by 10%.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<b>1.1 Alignment of standards-based instruction to content standards</b> A. English Learners (ELs) will be provided with English language development (ELD) instruction that is based	<b>Principal ELD Teacher</b>	<b>August 2007 – June 2008</b>		<b>Weighted Student Formula (WSF)</b>

<p>on ELD standards and is appropriate for their identified levels of language proficiency through the use of Houghton Mifflin (Universal Access) and new Rigby ELD materials provided by the SFUSD Multilingual Department.</p> <p>B. As outlined by State Content, performance and ELD standards, instruction in the area of Language Arts utilize Houghton Mifflin’s Universal Access and Focused Approach.</p>	<p><b>Staff</b></p>	<p><b>August 2007 – June 2008</b></p>		<p><b>WSF</b></p>
<p><b>1.2 Improvement of research-based instructional strategies and materials</b></p> <p>A. Supplementary materials will be provided to support established Mathematics and Language Arts standards, implementing HM’s Universal Access and Focused Approach.</p> <p>B. Students performing below the proficient level will be provided with the Read Naturally Programs and tutorial to raise their academic achievement to meet the State’s proficient and advance levels in reading and math.</p> <p>C. All staff will be provided with training and ongoing support in the area of English Language Development, Focused Approach, Writing, and Read Naturally.</p>	<p><b>Principal</b></p> <p><b>Staff</b></p> <p><b>Principal ELD Teacher Staff</b></p>	<p><b>August 2007 – June 2008</b></p> <p><b>September 2007– March 2008</b></p> <p><b>August 2007 January 2008</b></p>		<p><b>WSF</b></p> <p><b>WSF</b></p> <p><b>WSF SBCP</b></p>
<p><b>1.3 Extended learning time/increased educational opportunity</b></p> <p>A. The School Site Council will examine ways to improve and expand on-site after school tutorial opportunities that support student learning, with an emphasis on English Learners (ELs) and other targeted students. Input will be solicited from the</p>	<p><b>Principal ELD Teacher School Site Council (SSC) English Language Advisory Council</b></p>	<p><b>August 2007– June 2008</b></p>		<p><b>WSF</b></p>



<p>C. There will be a continued school-wide emphasis on trust building, working together as teams, creating TRIBES and increasing the spirit of Collegiality as a staff .</p>	<p><b>Principal Community Leadership Team</b></p>	<p><b>August 2007- June 2008</b></p>		<p><b>WSF SBCP PTA</b></p>
<p><b>1.5 Involvement of staff, parents and community</b>  A. Community events will be offered to the school community all throughout the school year.   B. Translation services will be offered at all school functions, and included on all school to home communications.</p>	<p><b>Principal Volunteers District Services</b></p>	<p><b>Fall / Spring</b>   <b>August 2007 – June 2008</b></p>		<p><b>PTA Donors</b>   <b>Staff District</b></p>
<p><b>1.6 Non-academic support services (auxiliary services) for students and parents</b>   A. Certificated Staff, and Community Volunteers, will provide targeted students (students falling below the basic level, EL students, and students at risk for retention) with additional after-school programming.   B. When funding becomes available, additional hours for existing paraprofessionals may be added to provide increased supplementary support for students.   C. The ELAC, SSC, and PTA will provide adult education opportunities for EL parents to develop strategies and skills which support school interventions.   D. The Principal and Special Education staff will provide opportunities for Special Education parents to develop strategies and skills which support school interventions.   E. The Richmond District After School Collaborative</p>	<p><b>Staff Community Volunteers</b>   <b>Principal</b>   <b>Principal ELAC, SSC, PTA, Leadership</b>   <b>Principal Inclusion, RSP, and Speech Teachers</b>   <b>RASDC</b></p>	<p><b>September 2007 – June 2008</b>       <b>September 2007 – March 2008</b></p>		<p><b>WSF</b>     <b>SBCP</b>    <b>WSF</b>    <b>WSF Special Education District</b></p>

<p>provides students with a variety of on and off site enrichment activities.</p> <p>F. .5 Certificated Library Media Specialist will be hired and help facilitate the redesigning of the library and to maintain a high level of library services</p> <p>G. .5 Counselor will be hired and added to support staff</p>	<p><b>Community Volunteers</b></p> <p><b>Certificated Library Media Specialist</b></p> <p><b>.5 Counselor</b></p>	<p><b>August 2007- June 2008</b></p> <p><b>August 2007- June 2008</b></p>		<p><b>Prop H Funds</b></p> <p><b>Prop H Funds</b></p>
<p><b>1.7 Monitoring program implementation and results:</b></p> <p>A. The systems for ongoing monitoring of interventions for target groups include: RESULTS triennial assessments, Publisher Periodic Tests, LALAR, CELDT, SST sessions, IEP meetings, the Special Education / IEP Master Calendar (the purpose of the IEP Master Calendar is to monitor Special Education Programs), teacher observation. Writing portfolios, CST, CWST, Literature Logs, and the use of grade specific Rubrics for Reading and Mathematics. These systems ensure compliance with all IEP timelines.</p> <p>B. The CELDT, LALAR, Houghton Mifflin, RESULTS, and other assessment data provide teachers with precise diagnostic information about student performance and areas for remediation. Ongoing formal assessments are administered throughout the school year. Students are identified according to the data results to administer specific instruction based on areas of need. Appropriate instructional materials, SDAIE strategies, and native language clarification, when possible, ensure access to the core curriculum and improved student achievement.</p>	<p><b>Principal Staff</b></p> <p><b>Staff</b></p>	<p><b>September 2007 – March 2008</b></p> <p><b>September 2007 – March 2008</b></p>		<p><b>WSF</b></p> <p><b>WSF</b></p>





<p>disabilities and/or special needs, with ongoing assessment of student work samples to monitor student growth. Weighted Student Formula (WSF) funds will be used to purchase core curriculum and supplemental materials.</p>				
<p><b>2.3 Extended learning time/increased educational opportunity</b></p> <p>A. Certificated Staff, and Volunteers will provide targeted students with tutoring and homework assistance.</p> <p>B. The School Site Council (SSC) will examine ways to improve and expand on-site after school tutorial opportunities that support extended learning, with an emphasis on English Learners (ELs) and other targeted students. Input will be solicited from the English Language Advisory Council (ELAC) and teachers.</p> <p>C. Additional after school science and GATE math classes will be offered to further develop scientific process, inquiry, observation, and critical and complex thinking skills.</p> <p>D. A before-school Chorus program for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will be provided which promotes multicultural awareness through music.</p> <p>E. All RSP, Inclusion, EDY, GATE, EL, and regular Education students will be included in an integrated school program.</p> <p>F. All students will have access to, and receive instruction in using additional materials, computers, software, and multimedia equipment to support learning in Language Arts, Social Science, and Problem Solving in Science and Mathematics.</p>	<p><b>Principal Staff</b></p> <p><b>Principal SSC ELAC</b></p> <p><b>Principal</b></p> <p><b>Choral Music Director</b></p> <p><b>Principal Staff</b></p> <p><b>Principal Staff</b></p>	<p><b>September 2007 – June 2008</b></p> <p><b>September 2007 – June 2008</b></p> <p><b>September 2007 – May 2008</b></p> <p><b>September 2007– May 2008</b></p> <p><b>August 2007 – June 2008</b></p> <p><b>September 2007– May 2008</b></p>		<p><b>WSF Consent Decree</b></p> <p><b>WSF</b></p> <p><b>WSF</b></p> <p><b>WSF</b></p> <p><b>WSF</b></p> <p><b>WSF</b></p>



<p>adoptions, with increased emphasis on the Universal Access Component and SDAIE strategies addressing the language and academic needs of EL's .</p> <p>D. Science articulation will continue with teachers being provided opportunities to attend workshops and have grade-level release time to expand the teaching of science across the school.</p> <p>E. New teachers will be provided with ongoing support through SFUSD's BTSA Program, as well as regularly scheduled new teacher meetings offered onsite.</p> <p>F. Monthly staff facilitated, and district professional development meetings will highlight the differentiation of Language Arts and ELD for EL, Special Education, GATE, and general education students.</p> <p>F. Maintain relationship with surrounding universities to utilize student teachers and enhance the learning environment for students</p>	<p><b>Staff</b></p> <p><b>District Staff</b></p> <p><b>Principal District Staff</b></p> <p><b>Principal</b></p> <p><b>Principal</b></p>	<p><b>(Monthly)</b></p> <p><b>August 2007 – June 2008</b></p> <p><b>August 2007 – May 2008</b></p> <p><b>Ongoing</b></p> <p><b>Ongoing</b></p>		<p><b>SBCP</b></p> <p><b>WSF</b></p>
<p><b>2.5 Involvement of staff, parents and community</b></p> <p>A. Community Meetings and functions will be provided throughout the school year to bring the community together and continue to create a family atmosphere within the school.</p> <p>B. EL student achievement and language development will be supported by classroom teachers, the ELD/At-risk Support Teacher, and the Student Advisor, through SIPPS and the District provided ELD materials. LALAR and CELDT assessment data will identify students in need of additional instructional support.</p> <p>C. Staff and parents will refer EDY and "At Risk" students to the Student Success Team (SST) to develop</p>	<p><b>Principal PTA</b></p> <p><b>ELD/At-Risk Staff Student Advisor</b></p> <p><b>RSP/Inclusion Principal</b></p>	<p><b>Ongoing</b></p> <p><b>August 2007 – June 2008</b></p> <p><b>August 2007 – June 2008</b></p>		<p><b>WSF SBCP</b></p> <p><b>WSF SBCP Consent Decree</b></p> <p><b>WSF Special Education</b></p>

<p>appropriate interventions to achieve a statistically targeted gain.</p> <p>D. In alignment with their IEP goals, RSP students will be provided with in-class and pull-out support by the RSP Teacher and/or RSP Paraprofessional.</p> <p>E. The Consent Decree paraprofessional will provide targeted students with supplementary instructional support.</p> <p>F. The Friends of Alamo School Foundation and SF Elementary Arts Grant will fund the services of a Music Consultant to provide a Vocal Music Program for grades Kindergarten through Five, and a before school Choral Program.</p> <p>G. The Friends of Alamo School Foundation will fund the services of Consultants to provide Fine Arts in Dance, Ceramics, Literature and Poetry for grades K through 5.</p> <p>H. PTA and SSC sponsored Parent Education Meetings, held in the Fall and Spring semesters, and facilitated by the GATE Coordinator, will introduce and outline the GATE objectives, distribute information about the identification process, and discuss other GATE issues. A parent representative will be selected at the Fall meeting to participate in the planning, facilitation, and monitoring of the site's GATE goals and to attend the quarterly GATE Advisory Council meetings.</p>	<p><b>Staff</b> <b>Parents</b> <b>SST</b></p> <p><b>RSP Teacher</b> <b>RSP</b> <b>Paraprofessional</b></p> <p><b>Paraprofessional</b></p> <p><b>Principal</b></p> <p><b>Principal</b></p> <p><b>GATE</b> <b>Coordinator</b> <b>SSC</b> <b>PTA</b></p> <p>.</p>	<p><b>August 2007 –</b> <b>June 2008</b></p> <p><b>September 2007</b> <b>– June 2008</b></p> <p><b>September 2007–</b> <b>June 2008</b></p> <p><b>September 2007</b> <b>– June 2008</b></p> <p><b>August 2007 –</b> <b>June 2008</b></p>		<p><b>Consent Decree</b> <b>WSF</b></p> <p><b>WSF</b> <b>Special Education</b> <b>Consent Decree</b></p> <p><b>Consent Decree</b></p> <p><b>Donors</b></p> <p><b>Donors</b></p> <p><b>WSF</b> <b>GATE</b></p>
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<p><b>2.6 Monitoring program implementation and results</b></p> <p>EL student assessment data will be monitored and recorded on a semester basis, with the materials and resources provided by the SFUSD Multilingual Department. CELDT, LALAR, and other assessment results will be used to inform appropriate instruction, which includes SDAIE strategies and home language support, when possible.</p> <p>Houghton Mifflin, RESULTS, Read Naturally, etc., data inform classroom practice by providing teachers with precise diagnostic information about student performance and areas for remediation. Formal assessments are administered throughout the school year. Students are identified and grouped according to the data results in order to administer specific instruction based on area of need. Appropriate Houghton Mifflin, RESULTS, instructional materials and resource binders provide teachers with the tools necessary to improve student achievement.</p> <p>The GATE Coordinator and the Parent Representative will closely monitor GATE services. They will collaborate with the SSC and the principal to ensure that GATE identified students receive qualitatively differentiated standards based instruction linked to the core curriculum throughout the day.</p>	<p><b>Principal Staff</b></p> <p><b>Staff</b></p> <p><b>GATE Coordinator GATE Parent Representative SSC Principal</b></p>	<p><b>August 2007 – May 2008</b></p> <p><b>August 2007 – May 2008</b></p> <p><b>August 2007 – June 2008</b></p>		<p><b>WSF</b></p> <p><b>WSF SBCP BLOC GRANT</b></p> <p><b>WSF SBCP</b></p>

**GOAL #3 Initiatives to Improve Instruction:** 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.

Student groups participating in this goal: **ALL**

Performance gains expected for these students: **At least 50% will move to Basic or Above in ELA and Math; At least 50% in ELA and 50% in Math will move to the Above Basic range.**

Means of evaluating progress toward this goal: **Ongoing Houghton Mifflin, Harcourt, and RESULTS assessments**

Group data needed to measure academic gains: **CST / CWST results data**

**Objective #1**

- The Alamo community will seek and implement innovative instructional strategies to improve reading skills for all students, and diminish the achievement gap between EL and EP students through the use of Houghton Mifflin, Rigby ELD Program, Junior Great Books, and Read Naturally Reading Intervention programs.

**Objective #2**

- Student Literacy will be enhanced and enriched through 100% participation in daily school and classroom library programs, as measured and monitored by Literature Logs and the Follett Automation System and the redesigning of the library program.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>Alignment of instruction with content standards</b>            All Teachers will utilize the newly district adopted Rigby ELD Curriculum materials and implement lessons in alignment with ELD standards on a daily basis.</p>	<p><b>Principal Staff</b></p>	<p><b>August 2007 – June 2008</b></p>		<p><b>WSF</b></p>

<p>Each class will visit the Library to check out books that will enrich and enhance the language arts curriculum, develop and support research skills, and encourage a love of books and an enthusiasm for reading. Our library will remain an “open” library that allows students to check out books as often as necessary.</p>	<p><b>Principal Staff Library Media Specialist</b></p>	<p><b>September 2007– May 2008</b></p>		<p><b>WSF Prop H Funds Consent Decree</b></p>
<p><b>Improvement of instructional strategies and materials</b></p> <p>The current collection of literary materials will be expanded to include multicultural fiction and non-fiction, as well as science related titles.</p> <p>Students will use single and multiple copy literature selections and audiovisual support to strengthen the core curriculum. This will include: videos, audio cassettes, CD’s, other audiovisual resources, and computer technology.</p> <p>The fully automated Alamo School Library will be supported by the Library staff and parent / community volunteers.</p> <p>Students will have access to, and assistance in using, additional materials in the school library, including printed reference materials, reference materials on CD-ROM, and online library automation software to support the acquisition of research skills.</p> <p>Differentiation strategies will be fully utilized by both general and special education teachers using materials including, but not limited to, Houghton Mifflin’s Universal Access.</p>	<p><b>Library Media Specialist</b></p> <p><b>Staff</b></p> <p><b>Library Media Specialist Volunteers</b></p> <p><b>Library Media Specialist Staff</b></p> <p><b>Principal Staff Literacy Lead Teachers</b></p>	<p><b>August 2007 – June 2008</b></p> <p><b>August 2007 – June 2008</b></p> <p><b>August 2007 – June 2008</b></p> <p><b>September 2007 – May 2008</b></p> <p><b>August 2007 – June 2008</b></p>		<p><b>SBCP PTA BLOC GRANT</b></p> <p><b>WSF</b></p> <p><b>Prop H</b></p> <p><b>WSF Prop H</b></p> <p><b>WSF</b></p>

<p>The Science Media Center will provide science materials including, but not limited to, FOSS Kits for all grade levels. A Materials Manager will coordinate and order Science supplies linked to the Science Standards. Additional FOSS kits will be purchased.</p> <p>Staff will collaborate to identify and implement on-going reading intervention strategies and best practices for all students. Teachers will support parents in the home reinforcement of reading competencies.</p> <p>Classroom teachers, and EL/At-Risk Support Teacher, will provide targeted students with additional supplementary support in developing reading competencies.</p> <p>J. The Junior Great Books Program will be encouraged across the grade levels.</p> <p>K. The full development and implementation of a school-wide Technology Master Plan to include the installation of new updated computers and software.</p>	<p><b>Principal Materials Manager</b></p> <p><b>Principal Staff Parents</b></p> <p><b>Principal Staff Student Advisor</b></p> <p><b>Staff volunteers</b> <b>Principal PTA Volunteers</b></p>	<p><b>August 2007 – June 2008</b></p> <p><b>September 2007– May 2008 (Monthly)</b></p> <p><b>August 2007 – June 2008 (Daily)</b></p> <p><b>September 2007– May 2008</b></p> <p><b>Ongoing</b></p>		<p><b>PTA BLOC GRANT</b></p> <p><b>WSF</b></p> <p><b>WSF SBCP Consent Decree</b></p> <p><b>WSF</b></p> <p><b>Donors</b></p>
<p><b>Staff development and professional collaboration</b></p> <p>Teachers across the grade levels will be offered training and teacher manuals in the Houghton Mifflin, RESULTS, and Read Naturally Literacy Programs. All programs provide prescriptive diagnostic tools for teachers to identify specific and individualized reading deficits and plans for instruction. The Principal provides funding and substitute teachers to support these efforts.</p> <p>Staff and parents will collaborate in the areas of community building, resiliency, improved academic achievement and inclusion activities through TRIBES and self-esteem building curriculums. Specialized materials provide structures to support the programs.</p>	<p><b>Principal Staff</b></p> <p><b>Principal District</b></p>	<p><b>August 2007 – June 2008</b></p> <p><b>August 2007 – September 2008</b></p>		<p><b>WSF</b></p> <p><b>WSF</b></p>

<p>Third, fourth and fifth grade teachers collaborate with GATE Coordinator to share best practices in the differentiation of instruction to challenge GATE students. Open-ended, higher order complex/critical thinking, and independent research projects further stimulate the learning of GATE students.</p> <p>Junior Great Books training will be offered for untrained teachers and parent volunteers.</p>	<p><b>GATE Coordinator Staff</b></p> <p><b>Staff Volunteers</b></p>	<p><b>August 2007- June 2008</b></p>		<p><b>WSF SBCP PTA</b></p> <p><b>PTA</b></p>
<p><b>Involvement of staff, parents and community</b></p> <p>All Staff and Library parent volunteers will receive training and in-service in the appropriate use of the automated Library system.</p> <p>Parent and community volunteers will be solicited and trained to assist with the shelving of books in the Library.</p> <p>C. The staff will provide students scoring below basic in reading and math with support and remediation. Under the direction of the classroom teachers, EL/At-Risk teacher, and community volunteers will provide students with supplementary instructional support and remediation.</p>	<p><b>Staff Library Staff Volunteers</b></p> <p><b>Library Staff Volunteers</b></p> <p><b>Staff Student Advisor Volunteers EL/At-Risk Teacher</b></p>	<p><b>Ongoing</b></p> <p><b>September 2007 – May 2008</b></p> <p><b>September 2007 – June 2008</b></p>		<p><b>WSF SBCP Prop H</b></p> <p><b>SBCP CONSENT DECREE</b></p>
<p><b>Monitoring program implementation and results</b></p> <p>A. The Principal will coordinate Staff Development programs addressing instructional strategies and resources for all students.</p>	<p><b>Principal</b></p>	<p><b>September 2007– May 2008</b></p>		<p><b>WSF</b></p>

**GOAL #4 School Climate:** Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

**Objective #1**

- Ensure that school grounds and facilities are properly maintained for the health and safety of the entire school community, as measured by annual parent, student, and staff surveys, and custodial staff reviews.

**Objective #2**

- All students and staff will be appropriately prepared in the event of any emergency or natural disaster, as measured by monthly fire drills and quarterly crisis response drills.

**Objective #3**

- Peer relationships, self esteem, and personal/social skill development will be enriched and enhanced through the TRIBES and Esteem Builders programs, mandated health related curriculum, and activities sponsored by the school Climate Committee and Student Council, as measured by TRIBES circles, office referral forms, and health standards.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>Procedure/activity to improve climate/safety</b>            The Student Council, supported by the “Climate Committee”, will plan activities to support the “BE A FRIEND” theme to improve student morale and self esteem. TRIBES Training in Fall.</p> <p>School-wide positive behavior models include ESTEEM BUILDERS, TRIBES, and Assertive Discipline, which integrate writing and oral language standards. These programs serve to foster confidence, community, and improved student achievement. School site staff will assist with the implementation of individual student</p>	<p><b>Staff Student Advisor</b></p> <p><b>Principal Staff Parents</b></p>	<p><b>September 2007 – June 2008</b></p> <p><b>August 2007 – June 2008</b></p>		<p><b>WSF SBCP</b></p> <p><b>WSF SBCP</b></p>

<p>behavior plans through the SST process. Parents will receive information regarding these behavior models so that they can provide additional support and consistency at home.</p>				
<p>C. The Site Administrator will supervise the custodians on a day-to-day basis. The District Custodial Supervisor will also be enlisted to monitor the custodians and define their responsibilities.</p>	<p><b>Principal</b></p>	<p><b>August 2007 – June 2008 (Daily)</b></p>		<p><b>WSF</b></p>
<p>D. Requests for building repairs and maintenance will be reported to the office staff, who will promptly submit work orders online to Buildings and Grounds. These requests will be followed up with written memorandums, phone calls, etc. until work is completed.</p>	<p><b>Principal Secretaries</b></p>	<p><b>August 2007 – June 2008 (As needed)</b></p>		<p><b>WSF SBCP</b></p>
<p>E. The Site Administrator will ensure the safety of the staff and students.</p>	<p><b>Principal</b></p>	<p><b>August 2007– June 2008</b></p>		<p><b>WSF</b></p>
<p>F. All visitors, including substitute teachers, student teachers, and volunteers, will be required to sign-in at the office and wear visible identification while at the school site. A visitors’ log will be maintained in the office. Staff is instructed to question all adults who are not wearing appropriate identification.</p>	<p><b>Principal Secretaries Staff</b></p>	<p><b>August 2007 – June 2008 (Daily)</b></p>		<p><b>WSF SBCP</b></p>
<p>G. The Alamo Emergency Crisis Response Team (CRT) will meet to implement the Emergency/Disaster Preparedness and Response Plan that has been disseminated to and reviewed annually with all staff. The Plan will be reviewed annually by the School Site Council. The Principal will be responsible for conducting at least two (2) practice drills per year.</p>	<p><b>Principal Staff Parents Volunteers Fire Department</b></p>	<p><b>August 2007 – June 2008 (Monthly)</b></p>		<p><b>WSF SBCP Donors</b></p>
<p>H. The CRT will oversee the procurement of necessary</p>	<p><b>Principal</b></p>	<p><b>September 2007</b></p>		

<p>supplies and materials to secure and maintain Search and Rescue Kits for the four designated areas of the school. Essential first aid materials and emergency supplies will be secured in the Emergency Bin.</p> <p>I. The school yard will be supervised by teachers after school until 3:00 p.m. to allow students time for play and socialization.</p> <p>J. Data will be accumulated in all areas of behavior management and be analyzed on a regular basis with results and interventions communicated to parents and staff.</p> <p>K. A fully stocked emergency preparedness bin will be maintained.</p>	<p><b>Staff Volunteers</b></p> <p><b>Principal Staff</b></p> <p><b>Principal SST Staff Parents</b></p> <p><b>Principal Volunteers</b></p>	<p><b>January 2008 April 2008</b></p> <p><b>August 2007 – June 2008 (Daily)</b></p> <p><b>Quarterly</b></p> <p><b>Ongoing</b></p>		<p><b>WSF SBCP Donors</b></p> <p><b>WSF</b></p> <p><b>WSF</b></p> <p><b>PTA</b></p>
<p><b>4.2 Staff development and professional collaboration</b></p> <p>A. Emergency training will be provided for all staff. Emergency kits will be provided for all classrooms and media centers.</p> <p>B. The use of school-wide ESTEEM BUILDERS and TRIBES programs will integrate writing and oral language standards. These programs serve to foster confidence and community, and improved student achievement and conduct.</p> <p>C. The Health Advocate will in-service staff to promote health curriculum and health awareness events</p>	<p><b>Principal Staff</b></p> <p><b>Principal Staff</b></p> <p><b>Health Advocate</b></p>	<p><b>2007-2008</b></p> <p><b>August 2007 – June 2008</b></p> <p><b>September 2007- May 2008</b></p>		<p><b>WSF SBCP</b></p> <p><b>WSF SBCP</b></p> <p><b>WSF</b></p>
<p><b>4.3 Engagement of staff, parents, community</b></p> <p>A. The Site Administrator will be responsible for developing and monitoring standards for the maintenance and cleanliness of the school. The</p>	<p><b>Principal SFUSD Custodial Supervisor</b></p>	<p><b>August 2007 – June 2008</b></p>		<p><b>WSF SBCP District</b></p>

<p>Custodians and their District Supervisor will participate as well. The standards will be reviewed by School Site Council (SSC)</p> <p>B. The Student Council advisors will work with the Student Council to develop plans to control the litter in the school yard to improve the school environment.</p> <p>C. Students will participate in recycling activities, and classes will take turns cleaning the school yard as a way to enhance our school environment.</p> <p>D. The Alamo Emergency Crisis Response Team (CRT) will be comprised of the Principal, staff members, and parents.</p> <p>E. The Student Council, supported by the “Climate Committee”, will plan activities to support the “BE A FRIEND” theme to improve student morale and self esteem. Student Council meetings will be held on a weekly basis to focus on school improvement goals. Class councils will extend student participation.</p> <p>F. The school environment will be enhanced through creative displays of student generated art and academics.</p> <p>G. Students in upper and lower grades will connect through “Buddy Reading” and other activities to provide positive role models and develop responsibility.</p> <p>H. All students will participate in multicultural activities representing the diversity of the school.</p>	<p><b>Custodians SSC</b></p> <p><b>Staff</b></p> <p><b>Staff Students</b></p> <p><b>Principal Staff Parents Community Volunteers</b></p> <p><b>Staff Students</b></p> <p><b>Staff Art Consultants</b></p> <p><b>Staff</b></p> <p><b>Principal Staff Volunteers</b></p>	<p><b>September 2007- June 2008</b></p> <p><b>August 2007 – June 2008 (Daily)</b></p> <p><b>September 2007– May 2008 (Monthly)</b></p> <p><b>October 2007 – May 2008</b></p> <p><b>September 2007 – June 2008</b></p> <p><b>September 2007 – June 2008</b></p> <p><b>August 2007– June 2008</b></p>		<p><b>District WSF</b></p> <p><b>WSF SBCP</b></p> <p><b>WSF SBCP</b></p> <p><b>WSF</b></p> <p><b>WSF Donors</b></p> <p><b>WSF</b></p> <p><b>WSF</b></p>
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<p>I. The Parent Press, coordinated by a PTA parent volunteer, will inform parents and students about Alamo School news and events. Cantonese, Spanish, and Russian translations will be made available. Bilingual liaisons will assist with translations.</p>	<p><b>Principal PTA Volunteers</b></p>	<p><b>August 2007 – June 2008</b></p>		<p><b>WSF</b></p>
<p><b>4.4 Auxiliary services for students and parents</b> A. In addition to Student Rallies, Spirit Days, and school wide activities, every student will be recognized throughout the school year with Birthday Ribbons and Student of the Week Certificates.</p>	<p><b>Principal Staff</b></p>	<p><b>August 2007 – June 2008 (Daily/Weekly)</b></p>		<p><b>WSF SBCP</b></p>
<p><b>4.5 Monitoring program implementation and results</b> A. Crisis Response drills will be implemented, with emphasis placed on effectively handling non-routine situations.  B. The School Emergency Bin and the Classroom Emergency Kits will be inventoried at the beginning of each school year and replenished as necessary.  A School-wide supply of food and water will be purchased for each student and staff member.</p>	<p><b>Principal Staff</b>  <b>CRT Committee Staff Volunteers</b>  <b>Staff Parents</b></p>	<p><b>Fall 2007 Spring 2008</b>  <b>August/September 2007</b>  <b>August/September 2007</b></p>		<p><b>WSF</b>  <b>WSF PTA Donors</b>  <b>Donors PTA</b></p>

**GOAL #5 Parent and Community Involvement:** Significantly increase the involvement of a broad base of parents and community at the school level.

**Objective #1**

- All Alamo parents and community members will be well-informed and provided with the opportunity to participate in school activities, as evidenced by the archives of monthly translated Parent Press newsletters and other event flyers contained in the weekly “Wednesday Envelope.”

**Objective #2**

- Alamo School’s high level of volunteerism (375+ registered parent and community volunteers and 10,000 average hours served) will continue with increased ELAC, Foundation, PTA and SSC participation and involvement. Focused support of the Academic Plan’s Objectives and Activities, will be monitored as measured by the daily log of volunteer hours, meeting sign-in rosters, and annual parent volunteer interest surveys.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>5.1 Active parent involvement in decision making process</b></p> <p>A. Monthly meetings will be scheduled for the School Site Council (SSC), PTA, and English Language Advisory Committee (ELAC). The greater school community will be invited to all meetings, with the dates published in the Parent Press, and the agendas and minutes for these meetings posted at school.</p> <p>B. The Parent Press, coordinated by a PTA volunteer, will inform parents and students about Alamo School news and events, including updates of PTA and SSC/ELAC meetings, and a Principal’s Corner. Cantonese, Spanish, and Russian translations will be made available.</p> <p>C. The Principal collaborates with a Parent Leadership Team, comprised of the PTA president, the SSC chairpersons, the ELAC chairpersons, and the Friends of Alamo School Foundation Program Director to coordinate school wide activities and events.</p>	<p><b>Principal SSC, PTA, and ELAC Chairpersons</b></p> <p><b>Principal PTA Parent Volunteers</b></p> <p><b>Principal</b></p>	<p><b>September 2007 – June 2008 (Monthly)</b></p> <p><b>August 2007 – June 2008</b></p> <p><b>August 2007 – May 2008 (Monthly)</b></p>		<p><b>WSF SBCP</b></p> <p><b>WSF SBCP</b></p> <p><b>WSF</b></p>



<p>responsibilities of the SSC, ELAC, PTA, and the Friends of Alamo School Foundation.</p> <p>C. The parent involvement policy will be distributed to all families. Each parent, student, and staff member will sign the home-school compact.</p> <p>D. The Parent Press will inform parents and students of Alamo School news and events. Cantonese, Spanish, and Russian translations will be made available. Bilingual liaisons will assist with translations. The Parent Press will regularly include updates of PTA and SSC/ELAC meetings, and a Principal's Corner. Topics may include strategies, articles, and resources to help parents work with their children at home.</p> <p>E. Parent Press publications and records of Volunteer Events will be maintained to document school activities and events.</p> <p>F. Parent/Teacher Conferences will be held twice a year. Parents or staff may also schedule additional conferences as needed. Orientations are scheduled at the beginning of each school year to inform parents of school and teacher expectations.</p> <p>G. The Principal, and PTA Officers will develop a plan for the use of volunteers to support the objectives of the Academic Plan and school-wide activities.</p>	<p><b>Principal District</b></p> <p><b>Principal Secretaries Volunteers</b></p> <p><b>Volunteers</b></p> <p><b>Principal Staff Volunteers</b></p> <p><b>Principal</b></p>	<p><b>August 2007</b></p> <p><b>August 2007 – June 2008</b></p> <p><b>August 2007– June 2008</b></p> <p><b>Fall 2007 and Spring 2008</b></p> <p><b>Fall 2007</b></p>		<p><b>WSF</b></p> <p><b>WSF SBCP</b></p> <p><b>WSF</b></p> <p><b>WSF SBCP</b></p>

<p><b>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</b></p> <p>A. All students, parents, staff, and other volunteers will be encouraged to participate in school beautification projects.</p> <p>B. Volunteer Orientations will be presented early in the school year. Bilingual translators will be available to assist EL volunteers and parents.</p> <p>C. The PTA and Principal will involve EL parents and community in school wide activities by providing bilingual translators at meetings, volunteer orientations, events, and activities.</p> <p>D. The PTA will provide in-services and translations for parents and community members at any volunteer activities.</p> <p>E. The ELAC will meet a minimum of 4 times a year to elect officers and discuss issues of importance for EL students at Alamo. All EL parents are encouraged to attend meetings. The ELAC members also attend joint SSC/ELAC meetings.</p> <p>F. To enlist the active participation of EL parents and elected members of ELAC, staff or other ELAC members will personally contact members in the home language(s). Meetings will be scheduled in accordance with the availability of the majority of the members.</p> <p>G. Important notices and bulletins from school will be translated into Chinese, Russian, Spanish, and other major languages at Alamo in order to accommodate EL parents.</p>	<p><b>Principal Volunteers</b></p> <p><b>PTA</b></p> <p><b>PTA Volunteer Coordinator</b></p> <p><b>PTA</b></p> <p><b>Principal Staff</b></p> <p><b>ELAC members Staff</b></p> <p><b>Volunteers Parents</b></p>	<p><b>September 2007 – May 2008</b></p> <p><b>September 2007</b></p> <p><b>September 2007 – May 2008</b></p> <p><b>September 2007 – May 2008</b></p> <p><b>September 2007 – May 2008</b></p> <p><b>August 2007 – June 2008</b></p> <p><b>August 2007 – June 2008</b></p>		<p><b>WSF SBCP</b></p> <p><b>WSF</b></p> <p><b>WSF</b></p>
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<p>H. All volunteers will be registered so that we can maintain a current roster and database of resources, skills, availability, languages spoken, etc. as well as maintain records of volunteers / hours. The principal working with the PTA president, will devise a system of orientation, training, and placement for volunteers, as well as coordinate Room Parent and Class Phone Tree Lists The pool of volunteers will be expanded, with emphasis on support or the 4<sup>th</sup> and 5<sup>th</sup> grades and the Library.</p> <p>I. Parents of students with disabilities will be informed of their child’s progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP Form.</p> <p>J. The site GATE Coordinator or parent representative will write informative articles for the Parent Press.</p>	<p><b>Volunteer Coordinator PTA</b></p> <p><b>Principal Staff Special Ed Personnel</b></p> <p><b>GATE Coordinator GATE Parent Representative</b></p>	<p><b>August 2007 – June 2008</b></p> <p><b>Quarterly</b></p> <p><b>Quarterly</b></p>		<p><b>SBCP</b></p> <p><b>WSF Special Education</b></p> <p><b>GATE SBCP</b></p>
<p><b>5.4 Providing education opportunities for parents</b></p> <p>A. PTA and SSC Monthly meetings, and Principal’s Corner articles cover a wide range of topics of interest or concern to the great school community. Translations are made available for all home-school communication and community meetings.</p> <p>B. The Principal, parents, and staff volunteers will facilitate Community Family Events for the greater school community.</p> <p>C. The PTA will coordinate Parent Education events based on feedback as noted on the 2007 Annual Parent Surveys.</p>	<p><b>Principal PTA SSC Volunteers</b></p> <p><b>Principal Staff Volunteers</b></p> <p><b>PTA</b></p>	<p><b>August 2007 – June 2008 (Monthly)</b></p> <p><b>Fall Semester Spring Semester</b></p>		<p><b>WSF SBCP</b></p> <p><b>WSF SBCP Donors</b></p>

<p><b>5.5 Involvement of community partners</b></p> <p>A. The Friends of Alamo School Foundation raises funds to provide enrichment programs that support and enhance the instructional programming at Alamo School.</p> <p>B. Through active involvement and participation in the PTA, SSC, ELAC, and Foundation, parents collaborate with staff in the implementation and coordination of community programs and events.</p>	<p><b>Principal Foundation</b></p> <p><b>Principal Staff Parents</b></p>	<p><b>August 2007 – June 2008</b></p> <p><b>August 2007 – May 2008</b></p>		<p><b>Donors</b></p> <p><b>WSF</b></p>
<p><b>5.6 Monitoring program implementation and results</b></p> <p>A. The School Site Council (SSC) will review and discuss feedback when received from the Fall 2007 Alamo Parent Survey.</p> <p>B. The School Site Council (SSC) will oversee the Fall 2007 Alamo Parent Survey, which will evaluate the school wide program’s effectiveness and parent satisfaction.</p>	<p><b>Principal SSC</b></p> <p><b>Principal SSC</b></p>	<p><b>Fall 2007</b></p> <p><b>Fall 2007</b></p>		<p><b>WSF</b></p> <p><b>WSF</b></p>

# SCHOOL SITE COUNCIL 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:

Names of Members	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
PAMELA GIRE		X					9/20/05
BETTY LEE			X				10/06/06
JOANNE LEE			X				10/06/06
LLOYD SCHINE			X				10/06/06
LILLY MURPHY					X		10/06/06
LAURIE MOORE					X		10/06/06
HILARY BILLINGS					X		10/06/06
MAREENE SAMSON					X		10/06/06
ANGELA AN					X		10/06/06
KATHY MARTIN				X			10/06/06
Numbers of members of each category		1	3	1	5		

*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 LANGUAGE ADVISORY COUNCIL MEMBERSHIP

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
PAMELA GIRE		X						09/20/2005
								10/2004
STACEY REVITZ			X					10/2004
VICTOR TAM			X					10/200
								10/2004
ANGELA AN					X			3/2005
SHIRLEY KWOK					X			3/2005
KIMBERLY MA					X			3/2005
LUIS MORENO					X			3/2005
CONCEPCION POOL					X			3/2005
FUQING SONG					X			3/2005
FUNG CHUN SZE					X			3/2005
XIAO YAN YU					X			3/2005
LISA ZHONG					X			3/2005
Numbers of members of each category		1	3		9			

*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.*

