

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**Aptos Middle School**

38-68478-6062020  
CDS Code

April 13, 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.

School-Based Coordinated Programs (SBCP) has been eliminated so schools can longer combine School and Library Improvement Block Grant (SIP) and Economic Impact Aid (EIA) funds, which includes both State Compensatory Education (SCE) and Limited English Proficient (LEP) programs.

# 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.

<p><b>1. Instructional Program</b></p> <p>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?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math</li> <li>– “<b>2 - Substantially</b>” means that <u>all</u> 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</li> <li>– “<b>1 - Partially</b>” means that <u>some</u> 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</li> <li>– “<b>0 - Minimally</b>” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>ELA</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Intervention</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Intervention</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	ELA	3	2	1	0						ELA	3	2	1	0	Intervention										Math	3	2	1	0						Math	3	2	1	0	Intervention				
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<p><b>2. Instructional Time</b></p> <p>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"> <li>– “<b>3 - Fully</b>” means that <u>all</u> classrooms have the appropriate time allocations for students</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> classrooms have the appropriate time allocations for students</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>ELA</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Intervention</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Math:</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Math:</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Intervention</td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	ELA	3	2	1	0						ELA	3	2	1	0	Intervention										Math:	3	2	1	0						Math:	3	2	1	0	Intervention				
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<p><b>3. Principals’ Instructional Leadership</b></p> <p>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"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</li> <li>– “<b>0 - Minimally</b>” means neither the principal nor vice principal have made arrangements to take AB 430</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0						Math	3	2	1	0																														
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<p><b>4. Teachers’ Professional Development Opportunities</b></p> <p>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"> <li>– “<b>3 - Fully</b>” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0						Math	3	2	1	0																														
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<p><b>5. Student Achievement Monitoring System(s)</b>  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"> <li>- “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction</li> <li>- “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u></li> <li>- “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered</li> <li>- “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>6. Ongoing Instructional Assistance and Support for Teachers</b>  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"> <li>- “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</li> <li>- “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers</li> <li>- “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers</li> <li>- “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>7. Monthly Teacher Collaboration by Grade/Content Level</b>  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"> <li>- “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</li> <li>- “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level</li> <li>- “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level</li> <li>- “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>8. Lesson Pacing Schedule (K-8)/Intervention (9-12)</b>  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"> <li>- “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school</li> <li>- “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels</li> <li>- “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels</li> <li>- “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>9. Fiscal Support</b>  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"> <li>- “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</li> <li>- “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</li> <li>- “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</li> <li>- “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</li> </ul>	<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)*

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## EXECUTIVE SUMMARY

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### **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:*

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**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: Continue to improve student achievement across all grade levels on STAR test, classroom assessments and decreasing the number of 8<sup>th</sup> graders with 2 or more Fs.** This year Aptos continued to participate in the Middle School Teacher Leader Initiative which focuses on teacher use of data to drive instructional decisions. One of the major barriers for the entire faculty, even after the teachers have been trained is the time to have professional development for the entire staff and the time to have meaningful discussion about current educational research that would improve student achievement. The Aptos teachers' schedule currently includes weekly department, grade level and common planning time which allows for teachers to meet to discuss student work and plan curriculum but even with this schedule teachers continue to have the need for more concentrate time to plan and coordinate curriculum. Another barrier which effects many teachers is the fact that Aptos' new computer network was never completed. This was supposed to be completed in 2004 but still is not on line. Many teachers are unable to access the Crunchers or OARS data and must complete work away from campus. Current resources have been aligned to support all students schoolwide. The PTSA donates additional resources to fill in the gap in the current budget in the areas of supplies, computers and furniture.

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**Current-Year Objective 2: Continue to improve school climate which includes discipline and attendance.** Aptos continues to implement a schoolwide discipline plan based on Noah Salzman techniques and the BEST training. Schoolwide behavior has continued to improve and can be credited to the use of a schoolwide disciplinary plan, in school suspension, a newly acquired Peer Resource Coordinator, and the continued schoolwide use of the research based curriculum, "Second Step." Students are given the opportunity for positive incentives through the "Caught being good" daily rewards and weekly drawings. Homerooms are given the opportunity to also win points, the "Tiger Stick" and monthly prizes. The Community Resource Liaison

works closely with students regarding truancy and tardies. Aptos will be starting the monthly perfect attendance this month due to parent input at the Community Meetings. It is the hopes that attendance numbers will continue to increase form 96.14% to the district goal of 98% and this will also effect student achievement.

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**Current-Year Objective 3: Building Maintenance and Improvement.** This year the overall feeling of the school has changed due to the painting of the exterior, new custodial staff and acoustical modification of a few of our classes. The exterior painting process was a joint effort between the district, the school and the community. The community is very happy with the new improvement since the Aptos Park was also recently renovated. The community also asked for a new trash enclosure at Aptos which was recently completed. It is still a continuing challenge regarding ongoing day to day maintenance of the building including completion of work orders, the inadequate computer network including the administrative network and the interior has not been painted since the 1970's. Although acoustical modification has been done in seven rooms, modifications are needed through out the sites in all classrooms and corridors especially since this site houses the deaf and hard of hearing program.

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## 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.

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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.

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#### **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:**

As the overall school test scores continue to increase, the school did not meet the AYP criteria due to the subgroups for African American students and students with disabilities. The African American subgroup went down by 1 point. The students with disabilities grew by 48 points, the number of students tested without modifications was significant to affect this subgroup's participation rate.

AA students in ELA at the above or proficient level increased overall by 1.5% in comparison to the overall school increase of 5.2%. AA 6th grade students in ELA at the above or proficient level decreased by 9.8% in comparison to the overall 6th grade with a 6.2% increase. AA 7th grade students in ELA at the above or proficient level increased 2% in comparison to no growth for the overall 7th grade. AA 8th grade students in ELA at the above or proficient level increase by 13.2% in comparison to the overall 8th grade with a 10.8% increase.

AA students in Math at the above or proficient level increased in 6th and 7th grade by .8% in comparison to the overall school increase of 4.3% in the 6th and 7th grade. AA 6th grade Math students at the above or proficient level decreased by 2.2% in comparison to the overall 6th grade with a 6.7% increase. AA 8th grade General Math student at the above or proficient level decreased by 4.6% in comparison to the overall 8th grade General Math with a decrease of 4.9%. In Algebra AA students increased by 51.4% in comparison to the overall school increase in Algebra of 4.7%. Overall AA students in all levels of Math at the above or proficient level increased by 2.9% in comparison to the overall school Math increase of 3.1%.

Trends for AA students and all students at the school are similar with scores in both subject areas falling slightly or leveling off. If gains were made for the most part they were within 10%.

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### **Key Objectives for Goal 1**

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

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**Objective 1:** As a result of the 2007-08 STAR test results, AA (not EL), L (not EL) ELL and Special Education students will show a 5% improvement on the California Standards Tests (CST) in English Language Arts and Math.

**Objective 2:** As a result of the 2007-08 STAR test results at least 10% of each subgroup, AA (14), L (22), ELL (16) and Special Education (14) in English Language Arts and in Math on the CST will move to the at or above proficient range.

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### **Key Strategies**

*[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.]*

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**Key Strategies for Objective 1:** Utilizing the learned strategies from the Middle School Teacher Leader Initiative, teachers will use data to make informed decisions about the instructional strategies necessary for targeted student population, AA, L, ELL and Special Education students, in their individual classes and grade levels to insure increased growth on the STAR test.

**Key Strategies for Objective 2:** Instructional Reform Facilitator (IRF) will work with individual teachers to develop rigorous relevant curriculum to meet the needs of at risk students. IRF will work with the entire faculty and specific teachers as needed to provide professional development on instructional strategies to motivate students to achieve at their highest level. IRF will meet with at-risk students and their parents to develop individualized learning plans which will provide a base line of information for student, parent and teachers to work together to provide relevant information, 6-week benchmarks and strategies to meet targeted goals.

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## **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?*

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**Key Findings:** *Aptos offers a GATE/Honors program, ELL classes and special education classes. AA and L students represent 17% of the students in the GATE program. AA students represent 28.5% and L students represent 31.5% for a total of 60% of the student in the special education programs.*

*The API target for EL students was 701 which was met and exceed with the actual score being 736, a 35 point increase. In ELA STAR test scores at the above or proficient level, ELL students made a 2.4% gain across all grade levels in comparison to the entire school with a 5.2% gain. ELL students in the 6<sup>th</sup> grade had a decrease of 4.4% (entire 6<sup>th</sup> grade had a 6.2% growth), while 7<sup>th</sup> grade ELL students gained 9.5% (entire 7<sup>th</sup> grade growth was 0%), and 8<sup>th</sup> grade ELL students gained 2.7% (entire 8<sup>th</sup> grade growth was 10.8%). In Math STAR test scores at the above or proficient level, ELL students made a 2.1 % gain in 6<sup>th</sup> and 7<sup>th</sup> grades in comparison to the entire 6<sup>th</sup> and 7<sup>th</sup> grade with a 4.3% gain. In general math at the 8<sup>th</sup> grade level, ELL students gained 6.8% in comparison to a decrease of 4.9% for the entire 8<sup>th</sup> grade at the general math level. ELL students also made a 14.3% gain in Algebra whereas non-ELL students only gained 4.7%.*

*The API target for Special Education students was 446 which was also met and exceed with the actual score being 492, a 46 point increase. In ELA STAR test scores, Special Education students made a 2% gain across all grade levels in comparison to the entire school with a 5.2% gain. Special Education students in the 6<sup>th</sup> grade had a decrease of 16.2%, but both 7<sup>th</sup> and 8<sup>th</sup> grade had a 15.6% growth in both grade levels. Special Education students tested in 6<sup>th</sup> grade math decreased at the above or proficient level by 5.9% yet increase in 7<sup>th</sup> grade math by 10.1%. There were no gains for 8<sup>th</sup> grade special education student in general math or in Algebra.*

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## **Key Objectives for Goal 2**

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

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**Objective 1: EL and Special Education students will perform at or above the district average or show 5% improvement on the CST in ELA and Math.**

**Objective 2: By June 2008, 20% (32 students) of the EL students at Aptos Middle School will be redesignated due to their proficiency on the CELDT, teacher recommendation, LALAR and their academic achievement.**

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## **Key Strategies**

*[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.]*

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**Key Strategies for Objective 1:** EL, Sped, GATE, and EDY teachers, paraprofessionals, and volunteers will coordinate the use of standards based instructional materials and supplementary materials that are responsive to the individual needs and learning styles of all EL, Sped, EDY, GATE and High Potential students. Identified strategies from Q-Tel will be used with all students with special emphasis on ELL students.

**Key Strategies for Objective 2:** Utilizing the learned strategies from the Middle School Teacher Leader Initiative, EL, Sped, GATE, and EDY teachers will use data(CST scores, Crunchers, OARS, benchmark assessments) to make informed decisions about the instructional strategies necessary for their individual classes and grade levels to insure increased growth on the STAR test in all grade levels. All Special Education teachers will be encouraged to be trained in their curricular field at the Middle School Teacher Leader Initiative and or participate in department meetings that utilized the MSTLI.

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**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.]*

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**Key Findings:** *Based on the STAR 2006 test scores, the overall school growth continued for the 5<sup>th</sup> consecutive year. The growth target for 2005-06 was 2 points where the actual growth was 26 points. The actual growth continued to be steady each year. With this the school's statewide ranking stayed at a 7 yet the similar school ranking grew from an 8 to a 9.*

*Students in the 6<sup>th</sup> and 8<sup>th</sup> grades continued to make significant gains in ELA at the proficient or above level. Seventh grade students leveled off and stayed the same for ELA at the proficient or above level. Scores in the 6<sup>th</sup> grade decreased for basic and above by 7 points yet increased by 10 points at the 8<sup>th</sup> grade level.*

*In math, all three grades levels continued to increase at the proficient or above level but gains were not as significant only increasing by 2 points in 7<sup>th</sup> grade and by 1 point in 8<sup>th</sup> grade. In actuality, Math scores at the basic or above level remained flat at the 7<sup>th</sup> and 8<sup>th</sup> grades.*

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**Key Objectives for Goal 3**

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

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**Objective 1: All grade levels will make significant (5 % or more) gains on the ELA STAR test scores at the proficient or above level. Special emphasis will be place on the 7<sup>th</sup> grade.**

**Objective 2: All grade levels will make significant (5 % or more) gains on the Math STAR test scores at the proficient or above level.**

**Key Strategies**

*[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.]*

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**Key Strategies for Objective 1:** Utilizing the learned strategies from the Middle School Teacher Leader Initiative, ELA teachers will use data (CST scores, Crunchers, OARS, benchmark assessments) to make informed decisions about the instructional strategies necessary for their individual classes and grade levels to insure increased growth on the STAR test in all grade levels.

**Key Strategies for Objective 2:** Utilizing the learned strategies from the Middle School Teacher Leader Initiative, Math teachers will use data (CST scores, Crunchers, OARS, benchmark assessments) to make informed decisions about the instructional strategies necessary for their individual classes and grade levels to insure increased growth on the STAR test in all grade levels. Emphasis will be placed on data analysis of grade levels that are decreasing or leveling off.

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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 for Goal 4**

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

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**Key Findings:** *Based on the 2005-06 attendance figures, the school attendance rate was 96.14%. The current attendance rate from August 2006 to end of February 2007 was 96.05%. The attendance rate target goals for 2005-06 were met for both AA and L students with a target of 80% for both groups and an actual rate of 86% for AA and 94% for L students. For the periods August 2005-December 2005 and August 2006-December 2006 the suspensions were down by 29 fewer suspensions or 53% fewer. The reduction in suspensions can be credited to the use of a schoolwide disciplinary plan, in school suspension, a newly acquired Peer Resource Coordinator, and the continued schoolwide use of the research based curriculum, "Second Step." Based on the 2005-06 non-mandatory suspension figures 51% of the suspension were for AA students with a target goal of 39% or fewer and 15% for L students with a target goal of 24%.*

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**Key Objectives for Goal 4**

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

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**Objective 1:** **By November 1, 2007, student attendance rate overall will improve to the district standard of 98% reducing tardies and cuts for all students. This monthly rate will be sustained and monitored through June 2008.**

**Objective 2:** **By the end of 2007-08 school year, the non-mandatory suspension rate will be reduced to 39% or less for AA students and for L students to 24% or less.**

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**Key Strategies**

*[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.]*

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**Key Strategies for Objective 1:** All staff will continue to collaborate and support a clear schoolwide discipline protocol. The schoolwide discipline policy will be followed throughout the school to minimize classroom disruptions which interfere with student learning. All staff including teachers, paraprofessionals, counselors, dean and administrators will follow the schoolwide discipline policy in the classrooms, locker rooms, gyms, hallways, cafeteria and all common areas. Schoolwide safety rules will be reviewed in all classes and adhered to throughout the school year. Schoolwide safety rules will be posted in all classes and throughout the school. The school will utilize a schoolwide positive behavior model. School site staff will assist with the implementation of individual student behavior plans

**Key Strategies for Objective 2:** All homerooms will continue to implement the research based, "Second Step" program to teach students appropriate strategies to deal with peer pressure, bullying, conflict resolution and making choices. In addition the Peer Resource Coordinator will organize and direct conflict resolution training for students and teachers throughout the year.

Conflict Mediators will meet with students to deescalate student to student and teacher to student conflicts.

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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**

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

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**Key Findings:** *Based on the input from the two community meetings held on February 7<sup>th</sup> and March 7<sup>th</sup> parents and community members requested that parents be given more opportunities to be involved in the school. The activities that parents requested ranged from adjusting the meeting time of the PTSA meeting, giving more emphasis to meetings in the weekly newsletter, "Tiger Tales", providing food at all events, increasing the translation at school/meetings, feature speakers or topics at PTSA meetings, parents mentoring parents to get involved, providing extra credit for students whose parents attend events, showcasing student performances, traveling PTSA meeting in a variety of neighborhoods, post volunteer jobs in the newsletter, ask for parent involvement at sporting events and career day for students and parents. Parents and community members again made notice of the fact that the school is used for a variety of after school and evening events including Neighborhood SAFE meetings, NERT training, and the YMCA After-School Program. Continuing opportunities for community involvement was emphasized.*

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**Key Objectives for Goal 5**

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

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**Objective 1:** **During the school year 2007-08, Aptos Middle School parents, teacher and students membership will increase by 20% in the PTSA.**

**Objective 2:** **During the school year 2007-2008, Aptos Middle School parent/guardian/caregiver involvement will increase by 25% at all academic centered events such as Back to School Night, Humanities Night, Math Night and Science Fair. Special emphasis will be placed on increasing parent/guardian/caregiver involvement of the ELL, Latino, African American and Special Education parents.**

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**Key Strategies**

*[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.]*

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**Key Strategies for Objective 1:** PTSA Board Members, Administrative Team and teachers will collaborate to develop agendas for PTSA meetings that will include interesting speakers, topics and educational opportunities for parents including homework support for parents for their students, lecture enrichment series on subjects students are learning for parents and students, lecture series for parents on teenage development, summer activities, CPR classes and NERT training.

**Key Strategies for Objective 2:** Utilize all special school events including Back to School Night, Math Night, Science Fair, Humanities Night, Get in Gear, concerts and performances, 6<sup>th</sup> grade Step-Up Saturday to inform parents the many ways to participate in their student's education through school, volunteering and PTSA involvement. During PTSA meetings parents will have the opportunity to meet in smaller groups for EL, EDY, Special Education and GATE

parents as well as African American, Latino and Chinese parents to discuss issues concerning the needs of their specific children. Additional meetings will be sponsored for target groups as determined necessary by parent groups.

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## 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 <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Utilizing the learned strategies from the Middle School Teacher Leader Initiative, teachers will use data to make informed decisions about the instructional strategies necessary for targeted student population, AA, L, ELL and Special Education students, in their individual classes and grade levels to insure increased growth on the STAR test.</p> <ul style="list-style-type: none"> <li>• High leverage activities: Targeted intervention classes will be scheduled to give students the opportunity to exit at each grading period. All steps will be taken to keep intervention classes at 24 students. Connecting Math Concepts (CMC) will be used to access students in the Intervention classes.</li> <li>• High leverage activities: During common planning time, teachers will assess student work to focus on differentiated instruction. Teachers will chose students to mentor in core classes. Teachers will review mentored students success and work at grade level and common</li> </ul>	<p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p>			

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

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

<p>planning meetings.</p> <ul style="list-style-type: none"> <li>High leverage activities: Teachers will be provided the opportunity to observe other teacher in classrooms for the purpose of enhancing instructional strategies skill development in individual teachers and the entire faculty which will reflect in student work and achievement.</li> </ul>	<p>Beginning in August and ongoing throughout the year</p>	<p>\$1,000-2,000</p>	<p>SIP</p>	
<p>Key Strategy 2: Instructional Reform Facilitator (IRF) will work with entire faculty and individual teachers to develop rigorous relevant curriculum to meet the needs of at risk students.</p> <ul style="list-style-type: none"> <li>High leverage activities: On going professional development will focus on cultural differences and learning styles of all ethnicities of students. Teachers will attend outside workshops and conferences to enhance their ability to work with target sub-groups in all core subjects and electives.</li> <li>High leverage activities: IRF will meet with at-risk students and their parents to develop individualized learning plans which will provide a base line of information for student, parent and teachers to work together to provide relevant information, 6-week benchmarks and strategies to meet targeted goals.</li> <li>High leverage activities: Students scoring far below basic or below basic in ELA and Math will be schedule for an after school tutoring through the YMCA Teen Center, peer tutoring, tutoring provided by the school or off-site tutoring two to three days per week. Counselors will refer students and families to community based organization to address mentoring, tutoring and mental health services if needed.</li> </ul>	<p>Beginning in August and ongoing throughout the year</p>	<p>\$2,000</p>	<p>EL, SIP, Title I</p>	<p>Teaching and Learning, SOIS</p>
	<p>Beginning in August and ongoing throughout the year</p>	<p>\$77,702</p>	<p>WSF</p>	<p>Teaching and Learning, SOIS</p>
	<p>Beginning in August and ongoing throughout the year</p>		<p>Excel</p>	

## **Monitoring and Assessment for Goal 1**

*Questions to cover:*

*1. How will the school monitor implementation of the high leverage activities above?*

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Benchmark Assessments, student work and in-class tests will be monitored to determine if lesson planning based on data driven decisions is effectively changing student learning. Professional Development will be evaluated to determine its effectiveness on cultural sensitivity and student achievement in and out of the classroom. The effectiveness of the IRF will be evaluated by the increased effectiveness of teachers ability to meet the needs of their at risk students through the understanding of data driven decisions and effective curriculum and lesson planning.

## 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 Goal<sup>3</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>4</sup>                      Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: EL, Sped, GATE, and EDY teachers, paraprofessionals, and volunteers will coordinate the use of standards based instructional materials and supplementary materials that are responsive to the individual needs and learning styles of a each group, EL, Sped, EDY, GATE and High Potential students. Identified strategies from Q-Tel will be used with all students with special emphasis on ELL students.</p> <ul style="list-style-type: none"> <li>• High leverage activities: EL teachers will target English Language learners to increase their listening/speaking, reading, writing and essay proficiency levels on the CELDT and access to the core curriculum.</li> <li>• High leverage activities: Supplemental textbooks and instructional materials in (EL=English and native language) will be provide to supplement EL, Sped, EDY and learning and access to the core curriculum.</li> <li>• High leverage activities: A scheduling committee including administration and teachers will help to develop a master schedule in which experienced teachers teach both GATE/honors and general ed classes. The committee</li> </ul>	<p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing</p>	<p>\$4,000</p>	<p>EL</p>	

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

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

<p>will also help to assure that newer teachers are paired/cored with experienced teachers and newer teacher are not only teaching at risk students.</p>	<p>throughout the year</p>			
<p>Key Strategy 2: Utilizing the learned strategies from the Middle School Teacher Leader Initiative, EL, Sped, GATE, and EDY teachers will use data (CST scores, Crunchers, OARS, benchmark assessments) to make informed decisions about the instructional strategies necessary for their individual classes and grade levels to insure increased growth on the STAR test in all grade levels. All Special Education teachers will be encouraged to be trained in their curricular field at the Middle School Teacher Leader Initiative and or participate in department meetings that utilized the MSTLI.</p> <ul style="list-style-type: none"> <li>• High leverage activities: Teachers will develop and maintain grade level/content area curriculum maps with clear standards-based outcomes and assessment for all students including EDY, EL, Sped and GATE. Teachers will incorporate standards into lesson plans and BBC.</li> <li>• High leverage activities: EL, Sped, GATE and EDY teachers will employ the BBC and other check for understanding strategies as tools to demonstrate clear steps toward achievement of standards-based instruction. This will include clear aims and "student friendly standards" that incorporate selected strategies to address the learning needs of students in EL, Sped, GATE and EDY classes.</li> <li>• High leverage activities: Differentiated strategies, modification of instruction and accommodations of materials will be fully implemented by all EL, Sped, GATE and EDY teachers. Updated trainings in the areas of EL, Sped, GATE and EDY will be provided for</li> </ul>	<p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p>			<p>Teaching and Learning</p>

teachers of these students through SFUSD and off-site professional development.				
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**Monitoring and Assessment for Goal 2**

*Questions to cover:*

*1. How will the school monitor implementation of the high leverage activities above?*

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CELDT scores will be monitored for an increase in all areas of EL development. Student reclassifications will be monitored to determine if there is an ongoing increase. Benchmark Assessments, student work and in-class tests will be monitored to determine if lesson planning based on data driven decisions is effectively changing student learning. Professional Development will be evaluated to determine its effectiveness on curriculum development and student achievement.

### 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.

<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>5</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>6</sup>                      Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: Utilizing the learned strategies from the Middle School Teacher Leader Initiative, ELA teachers will use data to make informed decisions about the instructional strategies necessary for their individual classes and grade levels to insure increased growth on the STAR test in all grade levels.</p> <ul style="list-style-type: none"> <li>• High leverage activities: The Master Schedule will be changed to reflect equal access to the curriculum for all students with the ability to move students easier from class to class within disciplines.</li> <li>• High leverage activities: Teachers will collaborate on lesson planning centered on data driven decisions. Utilizing the use of informed feedback to students and check for understanding strategies. Student work will be studied on an ongoing basis to determine if strategies are affecting the curriculum and student growth.</li> <li>• High leverage activities: Teachers will make collegial visits to other teachers' classrooms for purposes of learning and fine tuning instructional strategies. Specific agreed upon strategies</li> </ul>	<p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing</p>	<p>\$1,000-2,000</p>	<p>SIP</p>	

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

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

<p>will be studied and discussed by teachers prior to their visits and then reviewed following the visits for the purposes of collegial understanding and development.</p> <ul style="list-style-type: none"> <li>• High leverage activities: During all parent contact, all faculty and administrators will place special emphasis on parental buy in regarding the importance of specific strategies taught in the classes for the set results of improving teaching and learning through the outcomes on the STAR test.</li> <li>• High leverage activities: Leadership Team and Administrative team will develop a year long professional development plan utilizing Q-TEL strategies and equitable schoolwide check for understanding strategies.</li> </ul>	<p>throughout the year</p> <p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p>			<p>Research and Accountability</p>
<p>Key Strategy 2: Utilizing the learned strategies from the Middle School Teacher Leader Initiative, Math teachers will use data to make informed decisions about the instructional strategies necessary for their individual classes and grade levels to insure increased growth on the STAR test in all grade levels. Emphasis will be placed on data analysis of grade levels that are decreasing or leveling off.</p> <ul style="list-style-type: none"> <li>• High leverage activities: The Master Schedule will be changed to reflect equal access to the curriculum for all students with the ability to move students easier from class to class within disciplines.</li> <li>• High leverage activities: Teachers will collaborate on lesson planning centered on data driven decisions. Utilizing the use of informed feedback to students and check for understanding strategies. Student work will be studied on an ongoing basis to determine if strategies are affecting the curriculum and student growth.</li> <li>• High leverage activities: Teachers will make collegial visits to</li> </ul>	<p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p> <p>Beginning in</p>	<p>\$1,000-2,000</p>	<p>SIP</p>	

<p>other teachers' classrooms for purposes of learning and fine tuning instructional strategies. Specific agreed upon strategies will be studied and discussed by teachers prior to their visits and then reviewed following the visits for the purposes of collegial understanding and development</p> <ul style="list-style-type: none"> <li>• High leverage activities: During all parent contact, all faculty and administrators will place special emphasis on parental buy in regarding the importance of specific strategies taught in the classes for the set results of improving teaching and learning through the outcomes on the STAR test.</li> <li>• High leverage activities: Leadership Team and Administrative team will develop a year long professional development plan utilizing Q-TEL strategies and equitable schoolwide check for understanding strategies.</li> </ul>	<p>August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p>			
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**Monitoring and Assessment for Goal 3**

*Questions to cover:*  
 1. *How will the school monitor implementation of the high leverage activities above?*

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Benchmark Assessments, student work and in-class tests will be monitored to determine if lesson planning based on data driven decisions is effectively changing student learning. Administrative team will monitor peer-teacher visits based on peer-teacher log in forms. Monitor the success of the master schedule by evidence which students can successfully progress from intervention classes to general education classes.

### 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 <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: All staff will continue to collaborate and support a clear schoolwide discipline protocol. The schoolwide discipline policy will be followed throughout the school to minimize classroom disruptions which interfere with student learning. All staff including teachers, paraprofessionals, counselors, dean and administrators will follow the schoolwide discipline policy in the classrooms, locker rooms, gyms, hallways, cafeteria and all common areas. Schoolwide safety rules will be reviewed in all classes and adhered to throughout the school year. Schoolwide safety rules will be posted in all classes and throughout the school. The school will utilize a schoolwide positive behavior model. School site staff will assist with the implementation of individual student behavior plans.</p> <ul style="list-style-type: none"> <li>• High leverage activities: Schoolwide safety rules will be reviewed in all classes and adhered to throughout the school year. Schoolwide safety rules will be posted in all classes and throughout the school. Additional security aid hours have been allotted for increased visibility and coverage for student safety. All administrators, counselors and deans are visible during passing periods to assist teachers in helping students move through the hallways in a safe manner.</li> <li>• High leverage activities: Students will receive raffle entries and incentives for getting “caught being good.” The entire staff will be responsible for rewarding raffle tickets. Raffle ticket recipients will be announced daily during school wide announcements with a weekly drawing for educational prizes once a week. In addition, students with perfect attendance will be announced monthly and at</li> </ul>	<p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p>	<p>\$1,000-1,500</p>	<p>BEST</p>	<p>Pupil Services continued BEST Training</p>

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

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

<p>semester honor roll assemblies.</p> <ul style="list-style-type: none"> <li>High leverage activities: The SAP/SART committee will meet weekly to assess students who have been referred as potentially at-risk and provide access to appropriate community resources and support services. Community Resource Liaison will meet with students to develop individualized attendance plan for students having problems with attendance and truancy issues.</li> </ul>	<p>Beginning in August and ongoing throughout the year</p>			
<p>Key Strategy 2: All homerooms will continue to implement the research based, “Second Step” program to teach students appropriate strategies to deal with peer pressure, bullying, conflict resolution and making choices. In addition the Peer Resource Coordinator will organize and direct conflict resolution training for students and teachers throughout the year. Conflict Mediators will meet with students to deescalate student to student and teacher to student conflicts.</p> <ul style="list-style-type: none"> <li>High leverage activities: Staff will plan more student activities that allow GATE, SPED, EL and General Ed students to interact. Examples include Peer Resources and student government organizing homeroom lunch time activities, intramural sports, student centered lunch time activities and dances. Parents will be encouraged to participate in these activities.</li> <li>High leverage activities: Healthy School Team will facilitate teacher training on implementing 30 hours of health education lessons across the curriculum.</li> <li>High leverage activities: Healthy School Team (Healthy Liaison, Physical Activities/Positive Alternatives and Sexual Minority Youth Liaison) will meet regularly to assess school climate in relation to their individual roles.</li> </ul>	<p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p>			

## **Monitoring and Assessment for Goal 4**

*Questions to cover:*

*1. How will the school monitor implementation of the high leverage activities above?*

*Administrative team will closely monitor attendance and suspension rates on a monthly basis. The Accountability book which is used to record student behavior in the common area is monitored by the dean on a weekly basis. Systems/Reports are in place to monitor daily attendance and suspensions which are given to the teachers on a daily basis. The Community Resource Liaison monitors student attendance on a daily/weekly basis. Student attendance will be monitored to determine if “Monthly Perfect Attendance” awards help to increase attendance. Teacher referrals are monitored by the administrative team. Administrators will monitor “K” suspension rates to determine if professional development for teachers for de-escalation techniques have been effective.*

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<p>Key Strategy 2: Utilize all special school events including Getting to know each other Social, Back to School Night, Math Night, Science Fair, Humanities Night , Get in Gear, concerts and performances, 6<sup>th</sup> grade Step-Up Saturday, Schoolwide Community Service Projects to inform parents the many ways to participate in their student’s education through school, volunteering and PTSA involvement. During PTSA meetings parents will have the opportunity to meet in smaller groups for EL, EDY, Special Education and GATE parents as well as African American, Latino and Chinese parents to discuss issues concerning the needs of their specific children. Additional meetings will be sponsored for target groups as determined necessary by parent groups.</p> <ul style="list-style-type: none"> <li>• High leverage activities: The PTSA board will help to facilitate parent volunteers to help with activities including preparation of newsletter, written and oral translation, fundraising events, Back to School Night, 6<sup>th</sup> grade Step-Up Saturday, school tours, Math Night, Science Fair and Humanities Night and Get in Gear.</li> <li>• High leverage activities: PTSA will make personal phone invitations to school events whenever possible to focus on “target populations.”</li> <li>• High leverage activities: Wednesday Envelope will be used to send departmental information including schedules of sports events including practices, information from counseling office, brochures and resources, and monthly calendar. Students will be given incentives for parents to attend school activities.</li> </ul>	<p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</p> <p>Beginning in August and ongoing throughout the year</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?*

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School will document and monitor attendance at parent-teacher conferences, Humanities Night, School Performances, Community Meetings, etc. Teachers and Administrators will keep sign in sheets. PTSA will provide membership figures to determine if there has been an increase in membership. Attendance at small parent interest groups will be tracked. The number of parent volunteers will be monitored. The number of parent phone calls inviting other parents to attend meetings will be tracked to determine if there is an increase in parent involvement at events and meetings.

## 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
Ericka M. Lovrin		X					8/30/04
Matt Chapman			X				10/6/06
Melissa Neves			X				10/6/06
Russ Addiego			X				10/1/05
Patricia Kudritzki			X				10/1/05
Kelly Roja				X			10/1/05
Karen Arnold					X		10/6/06
Paulette Cauthorn					X		10/6/06
Robin Holway					X		10/1/05
Elizabeth Yurkov						X	10/6/06
Emily Moody						X	10/6/06
Chris Bassett						X	10/6/06
Beate Borstelmann- Parent Alternate							
Numbers of members of each category		1	4	1	3	3	

*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 school site 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
Ericka M. Lovrin		X						8/30/04
Kristen Antonio			X					10/6/06
Kelly Roja				X				10/1/05
Man Nghi Lam					X			10/6/06
Yong Hong Xu					X			10/6/06
Xiao Mei Zhou					X			10/6/06
Numbers of members of each category								

*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
Ericka M. Lovrin		X					8/30/04
Matt Chapman			X				10/6/06
Karen Arnold					X		10/6/06
Paulette Cauthorn					X		10/6/06
Robin Holway					X		10/6/06
Numbers of members of each category		1	1		3		

*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: \_\_\_\_\_
  - B. One meeting to present plan upon its completion.  
DATE: \_\_\_\_\_
7. This school plan was adopted by the school site council on: \_\_\_\_\_.
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:

_Ericka M. Lovrin_____	_____	_____
Typed name of school principal	Signature of school principal	Date
__Matt Chapman_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date