

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement
2007-2008 School Year

Alvarado Elementary School

School

38-68478-6040703

CDS Code

[April 10, 2007]

Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

- ALL students, including English Language Learners, will meet or exceed their AYP targets in Language Arts (35.2% proficiency) and Mathematics (37% proficiency) on the California Standards Tests (CST) in April of 2008.
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Current-Year Objective 2:

- Student sub-populations scoring below 800 points on the Academic Performance Index (Hispanic students, English Language Learners, and Socio-economically Disadvantage Youth) will meet their API targets.
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Key Strategies:

- **Key Strategy 1:** Teachers will provide daily ESL instruction using the District-adopted EL curriculum and ongoing assessments address and identify the needs of English Learners (EL).
- **Key Strategy 2:** Intervention services including Reading Recovery, Class Size Reduction, Literacy Support, after-school tutoring and enrichment, and case management will be provided for students not performing up to expectations.
- **Key Strategy 3:** Alvarado will continue to use the Student Success Team (SST) to provide additional resources for the needs of underperforming students. Class-wide SSTs will take place once a year so that Resource Teachers can meet with every classroom teacher to discuss the needs of and to provide resources for ALL students.

Current Educational Practices:

Formative and summative school and student-level data, teacher observation, and academic standards are used to guide instruction, pacing and lesson planning for the school year. Lesson plans and instructional practices reflect alignment with the core curriculum and address content and performance standards. Teachers meet State guidelines for instructional minutes for each core curricular area, including 30 minutes daily of English Language Development. All students receive and use District adopted instructional materials (Houghton Mifflin-Lectura for Language Arts, Harcourt Brace for Mathematics, Macmillan for Social Studies, and Foss for Science) and have access to all core programs offered at the school. In addition, Alvarado has purchased and implemented Junior Great Books Program, which provides a rich challenging literature combined with shared inquiry discussion and writing activities for all students including materials to challenge GATE students.

Research-based practices to improve reading comprehension, reading fluency, vocabulary development, grammar, spelling, writing and math problem solving are used throughout the school. Through our balanced literacy program and the use of the Houghton Mifflin Language Arts series and Junior Great Books, teachers provide literacy instruction through a variety of strategies including direct instruction, modeling, promoting reading at the students' appropriate level, oral language development, reading fluency, and vocabulary development. Whole group, small group and one-to-one instructional approaches are utilized. Students are continuously assessed through school-wide performance assessments, Reading Results, as well as state mandated assessments.

Classroom instruction also demonstrates the use of adaptations, modifications, and differentiation to meet the identified needs of all students, including EL, SPED, GATE and EDY. Teachers provide opportunities for all students to access the core instructional materials. The faculty has been trained in the use the District's On Our Way to English Program. The arts are an integrated instructional component of the school day and computer technology is used as a tool for literacy development.

Alvarado has a Spanish Immersion Program that supports primary language development as well as gradual second language learning. The Spanish Immersion Program, as well as the General Education English strand provide a minimum of 30 minutes daily of ELD instruction.

During the 2006-2007 academic year teachers were trained in data analysis, including gap analysis and the use of Cruncher, so that they can be more cognizant of longitudinal school-wide trends as well as the strengths and weaknesses of their individual students. Professional Development was also provided in two-way immersion and ELD strategies (GLAD), the newly adopted Social Studies curriculum, effective tutoring strategies, Effective Effort, TRIBES, CPR and Emergency Response training. Additional professional development opportunities have included workshops provided by the Art Funders' Collaborative and Dr. Mel Levine.

The faculty discusses student assessment and performance during after school grade level meetings, District staff development days, and monthly on-site staff development meeting. Grade level, faculty, and professional development meetings are also been used to align standards, assessments and best practices to meet the needs of GATE students.

The Spanish Immersion teachers meet biweekly and have been working on assessing the program using a rubric developed by the Center for Applied Linguistics. They also attended a two-way CAFE conference and visited the Fiesta Gardens School.

The SSC and ELAC meet monthly to monitor the school's activities and ensure that under-performing students have access to the core curriculum to support their educational progress.

A Leadership Team works with the principal and the staff and to make instructional decisions that support student achievement and a positive school climate. The primary focus of the Leadership Team is on student achievement, curriculum, instruction, and developing teacher leadership.

Alvarado's Outreach Consultant facilitates Student Success Team (SST) meetings three times per week to support teachers and parents in their efforts to educate under-performing students. She also tracks school-wide attendance, academic, health, and behavior issues. She assists in crisis counseling, conflict resolution and in developing positive consequences for students experiencing conflicts. She consults with parents and provides community referrals to families.

A Parent Advisor serves as a conduit between the school and parent community, attends regularly scheduled PTA and ELAC meetings, provides translations, makes personal contact with parents to promote parental engagement, provides home-school communication, and works with the staff to facilitate discussions and concerns.

A part-time school nurse works to ensure the academic, physical and emotional growth of our students and actively participates in our Coordinated Care Team meetings and SSTs.

A part-time librarian works to ensure that our library is well-stocked and to provide access to our students during school hours.

The following outline summarizes the programs and interventions have been established at Alvarado to address our objectives and accelerate student learning outcomes:

Literacy Support – 2 Reading Recovery Teachers and 1 Upper-Grade Literacy Specialist (.6)

- Provides targeted students with support in reading comprehension, phonics and vocabulary development
- America Reads tutors assist targeted primary grade in literacy skills under the supervision of classroom and/or literacy resource teachers.

Classroom Reduction Teacher

- Facilitates a smaller teacher-to-student ratio in the higher grades in order to provide opportunities for teachers to differentiate instruction and work with smaller groups.

Parent Advisor

- Provides support for parents (individual and small group)
- Assists with the development of Saturday workshops for Spanish-speaking parents
- Provides resources to the ELAC
- Works on improving students attendance

Outreach Counselor

- Convenes class-wide SST meetings to track attendance, achievement, health, and behavior
- Coordinates, facilitates & keeps records of Student Study Team (SST) meetings
- Surveys staff for volunteer and other needed help and places S.F. School Volunteers and student teachers
- Supervises Intern Program and facilitates referrals for Sand Tray therapy

- Case manages students who have attendance and/or punctuality problems
- Facilitates paperwork and files for all students referred for IEPs
- Provides community contacts and support to parents and teachers
- Tracks and case manages students of concern

Curriculum-Technology Integration Teacher

- Instructs students in activities that directly reinforce language arts, mathematics, science, and social studies content and performance standards

School Nurse (.5)

- Works to ensure the academic, physical and emotional growth of our students
- Provides professional development to staff
- Actively participates in Coordinate Care Team meetings and SSTs.

Librarian (.4)

- Works to ensure that our library is well-stocked and provides access to students and teachers during the school day.

After- School Skills Labs

- Individual teachers provide tutoring to under-performing students in small group settings to work on specific reading and writing content skills

Alvarado Writers' Workshop

- Provides targeted 4th & 5th grade students with instruction designed to develop and enhance their writing skills

ExCEL After-School Program

- Extends the school day and provides students performing at the Far Below Basic and Below Basic levels with homework help and enrichment activities
- Alvarado pays for a late bus in order to ensure that these students have access to the after-school program, since the majority of these students live beyond walking distance to the school.

Special Education Interventions

- A District Content Specialist assists with the coordination of SPED services
- An Inclusion teacher and paraprofessional staff provide in-class support to Inclusion students
- The SPED staff collaborates and plans with the General Education staff to implement curricular modifications and adaptations when necessary
- Reading and math support is provided for RSP students

Professional Development and Reform Efforts

- Grade Level Team Meetings
- Leadership Team Meetings
- Spanish Immersion Program Team Meetings
- School-wide performance-based assessments
- Targeted District Professional Development
- Monthly on-site Professional Development

Other school-wide interventions:

- Supplemental mental health support is provided through community agencies

- Additional funds are provided for art consultants

Use of Resources:

Categorical funds (Title 1, SIP, Consent Decree, After-School Learning Grant, Proposition H) supplement the District core program through literacy support, technology/media support, and instructional materials. PTA funds help us finance our Arts and Counseling programs. Grant monies are used to partially fund our Parent Advisor. Approximately 95% of these funds are spent for direct services of children.

Challenges:

Forty-nine percent of our students are English Learners and it will be increasingly difficult for many of them to meet AYP targets as these go up by approximately 12% per year for the next six years. Immigrant parents are still learning how to articulate their priorities and concerns for their children's education and be heard. Families taking vacations during the school year is a problem and many students continuously arrive to school late, probably because of our early start (7:50 a.m.). Large class sizes in the 4th and 5th grades make it challenging to provide appropriate differentiated instruction to all students and to meet their individual needs. Space limitations for supportive curricular activities are also an issue. Common planning time for teachers is limited and we need to provide more time for them to work together so they can reflect on assessment results and best practices, review student work, and develop common units, rubrics and assessments.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP targets. Below are the data conclusions for each of the five District Goals and the school's key objectives and strategies for the upcoming 2007-2008 school year.

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

1. *What are the key data findings observed from last year's CST? What achievement gaps exist (can be grade-level gaps, subject-subject, by racial subgroups, EL vs. non-EL students, Special Ed vs. non-Special Ed students, EDY vs. non-EDY students, etc.). [Note: The overall performance of English learners, Special Ed, and socio-economically disadvantaged students should be addressed in Goal 2; however, any achievement gaps that exist for or within these subgroups should be addressed here in Goal 1.]*
2. *What patterns or trends have been observed over multiple years?*
3. *What additional school data was analyzed, if any (i.e. data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*

Key Findings:

Data Conclusions related to Goal 1:

Year	Base	Target	Growth	Result	Met API
1999-00	655	662	689	+34	Yes
2000-01	689	695	675	-14	No
2001-02	676	682	693	+17	Yes
2002-03	689	695	770	+81	Yes
2003-04	765	767	786	+21	Yes
2004-05	783	784	812	+29	Yes
2005-06	812	NA	820	+12	Yes

State Accountability System - Alvarado Elementary School has shown significant and consistent growth on the Academic Performance Index (API) since its inception in 1999. In 2004-05 the school earned 812 points on the API scale. During 2005-2006, Alvarado's API rose by an additional eight points to 820. Because Alvarado has scored above 800, the interim

statewide performance target, the State no longer sets growth targets for the school as a whole, but only for the subgroups performing below 800.

In 2006, we scored an 8 on the overall ranking and a 10 on the ‘similar schools’ ranking, compared to four years ago, when we scored a 5 on the overall API ranking and a 2 on ‘similar schools.’

Nevertheless, despite steady and significant improvement for the school as a whole, an achievement gap exists among our statistically significant subgroups, with students of Hispanic descent, and particularly the English Language Learners, underperforming compared to other sub-populations.

Population	2004-05 API Score	2006-07 Growth Target
School Average	820	None
Students of European descent:	917	None
Students of Hispanic descent	723	724
Socio-economically Disadvantaged	754	755
English Learners	693	694
African American * (Not statistically significant)	NA	NA

Federal Accountability System – Alvarado is currently outperforming the District and the State in Language Arts, with 55% of the school as a whole performing at the Proficient level on the California Standards Tests (CST). Nevertheless, it is disappointing that despite robust test growth in 2006, Alvarado only met 21 of the 23 AYP criteria, and the school was penalized for failing to test at least 95% of its students with disabilities (only 85% were tested).

Year – Language Arts	Alvarado Elm	District	State
2002	37	35	33
2003	47	39	36
2004	52	40	37
2005	51	44	40
2006	55	48	44

In Mathematics the school outperformed the State by 5 percentile points, but is underperformed the District by 2 points (Alvarado = 55% proficient, SFUSD = 60% proficient). Furthermore, Alvarado’s overall Mathematics scores dropped by 5 points between 2004/05, when the school outperformed the District, and last year. This drop was most pronounced among students of Hispanic descent, who lost 10 points and EL students, who lost 6.

Year – Mathematics	Alvarado Elm	District	State
2002	38	38	37
2003	51	47	45
2004	53	49	45
2005	63	56	51
2006	58	60	55



Key Objectives for Goal 1

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

Objective 1: English Language Learners will meet or exceed their AYP targets in Language Arts (35.2% proficiency) and Mathematics (37% proficiency) on the California Standards Tests (CST) in April of 2008.

Objective 2: By June 2008, 60% or more of our English Language Learners will meet the growth targets prescribed by Title III of the 'No Child Left Behind' legislation. This will be demonstrated by the percentage of students moving from one level to the next: Beginning (CELDT levels 1 & 2) → Intermediate (CELDT Level 3) → Advanced (CELDT levels 4 & 5). Re-designation rates for ELL students will increase by 5% from 2006-2007 levels.

Key Strategies for Goal 1 Objectives

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

Key Strategy 1: Teachers will provide daily ESL instruction using the District-adopted EL curriculum and ongoing assessments address and identify the needs of English Learners (EL).

Key Strategy 2: Intervention services including Reading Recovery, Class Size Reduction, Literacy Support, after-school tutoring and enrichment, and case management will be provided for students not performing up to expectations.

Key Strategy 3: Alvarado will continue to use the Coordinated Care Team (CCT) and Student Success Team (SST) to provide additional resources for the needs of underperforming students.

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:

Targeted Groups – Although not a statistically significant sub-population at Alvarado, African American students are doing very well, with 79% performing at or above Proficient in ELA and 69% performing at or above proficient in mathematics. However, students of Hispanic descent and particularly English Language Learners are not doing as well.

Targeted Groups at Proficient and Above (Spring 2006):

	AA	L	ELL
ELA	79%	30%	20%
MATH	63%	38%	35%

General English and Spanish Immersion Program Comparison - The English Program serves 55 EL students (27%). The Spanish Immersion Program serves 148 EL students (65%). The vast majority of students performing at Basic or below in *both* programs are English Learners (EL). When Alvarado's Spanish Immersion and General English programs are compared the following patterns emerge:

CTS 2006	FBB	EL in sample	BB	EL in sample	B	EL in sample	P	EL in sample	A	EL in sample
IMM - ELA	5	4	17	16	42	36	23	13	26	7
IMM - MA	4	4	11	11	42	32	25	16	32	9
ENG - ELA	5	3	12	6	18	5	31	8	37	2
ENG - MA	2	2	13	6	12	4	30	13	43	6

Students Performing at or Below Basic (not meeting AYP targets) – In April of 2005, 64 Immersion students performed at Basic or below on the CST in ELA compared to 35 in the English Program. 57 Immersion students performed at Basic or below in Math compared to 27 in the English Program.

English Language Arts

- 22 Immersion students (.09%) performed at the Far Below Basic (FBB) and Below Basic (BB) levels. Of these 20 (91%) were EL
- 17 English Program students (0.8%) performed at the FBB and BB levels. Of these 9 (52%) were EL.
- 42 Immersion students (18%) performed at the Basic (B) level. Of these 36 (85%) were EL.
- 18 English Program students (.05%) performed at the Basic (B) level. Of these 5 (28%) were EL.

Mathematics

- 15 Immersion students (.06%) performed at the FBB and BB levels. Of these 15 (100%) were EL.
- 15 English Program students (.07%) performed at the FBB and BB levels. Of these 8 (53%) were EL.
- 42 Immersion students (18%) performed at the B level. Of these 32 (76%) were EL.
- 12 English Program students (.06%) performed at the Basic (B) level. Of these 4 (25%) were EL.

Conclusions

- The majority of students performing at FBB and BB in *both* programs are EL students
- The achievement gap between the programs widens at the higher proficiency levels:
 - A larger number of students in the Immersion Program (84 students or 37%) score at the Basic level compared to students in the English Program (30 students or 15%).
 - A lower number of students in the Immersion Program (106 students or 47%) score at the Proficient and Advanced Levels compared to students in the English Program (142 students or 70%).

Key Objectives for Goal 2

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

Objective 1: ALL students will meet their AYP proficiency targets in Language Arts (35.2%) and Mathematics (37%) on the CST in April of 2008.

Objective 2: Student sub-populations performing below 800 points on the Academic Performance Index (Hispanic students, English Language Learners, and Socio-economically Disadvantaged Youth) will meet their API targets.

Key Strategies for Goal 2 Objectives

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

Key Strategy 1: Increased professional development to support teacher competencies in meeting the needs of EL students will be provided to teachers and staff.

Key Strategy 2: EL students will receive ELD instruction on a daily basis.

Key Strategy 3: Alvarado will provide direct assistance to underachieving students, in Language Arts via Reading Recovery (grades K-03) and Literacy Specialists (grades 04-05).

Goal 3: Instruction Improvement

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

Data Conclusions related to Goal 3

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

Key Findings:

Despite the school's significant and consistent growth on the API, and the fact that we outperformed the District and the State in Language Arts, and the State in Mathematics on the AYP (see previous sections), the following challenges must be overcome for Alvarado to maintain its high level of student achievement:

- An achievement gap exists among our statistically significant subgroups, with students of Hispanic descent, and particularly the English Language Learners within that group, underperforming compared to other sub-populations.
- Although our Hispanic and ELL students met the current AYP targets (24.4% Proficient in ELA, 26.5% Proficient in Math), they will not meet the 2007-2008 AYP targets (35.2% Proficient in ELA, 37% Proficient in Math) if they continue to perform at the current levels.

Targeted Groups at Proficient and Above (Spring 2006):

	AA	L	ELL
ELA	79%	30%	20%
MATH	63%	38%	35%

- In 2006 Alvarado's overall Mathematics scores dropped by 5 points from previous levels. This drop was most pronounced among students of Hispanic descent, who lost 10 points, and EL students, who lost six.

Key Objectives for Goal 3

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

Objective 1: All student subpopulations performing below 800 points on the API will meet their 2006-2007 API growth targets.

Objective 2: Alvarado students will meet 2006-2007 AYP goals, including English Language Learners.

Key Strategies for Goal 3 Objectives

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

Key Strategy 1: Grade Level Teams will meet regularly to align curriculum to standards and review student achievement.

Key Strategy 2: Smaller class size in grades 04 and 05 will support differentiation of instruction in order to accelerate student outcomes.

Key Strategy 3: Teachers will utilize the Houghton Mifflin Language Arts series and supplementary materials in coordination with the California Content Standards to improve instruction.

Key Strategy 4: Teachers will utilize the Hartcourt Mathematics series, and will pace instruction so that all key content standards are addressed prior to CST testing.

Goal 4: School Climate

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

Data Conclusions for Goal 4

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

Key Findings:

- Alvarado continues to be a very safe school. The number of serious incidents (fights, broken bones, assaults, etc.) during the school day remains statistically insignificant (there have been 2 minor injuries during 2006-07, involving a strained elbow and a small fracture), and our student suspensions are extremely low (3). We have had no significant injuries in our after school programs.
- As of the date of this document 54 SST have been held for students of concern. We estimate that we will have at least 25 more before the end of the academic year. During 2005-2006 120 SSTs were convened. The year before 94.
- Disciplinary referrals are very few but African American students, who are doing very well as a group academically, are over-represented. Beginning in January of 2007, we have established a data-base to track disciplinary referrals for purposes of data analysis.
- As of 2/1/07 our average daily student attendance was 96.1%, slightly short of the 97% target for SFUSD schools. As of this date there were a total of 1,685 absences: 1,286 excused and 409 unexcused.
- Approximately 20% of our students are late to school in the morning, possibly because of our early start (7:50 a.m.).
- Alvarado has established Crisis Response Team (CRT) that plans and implements safety drills for emergencies and posts evacuation plans. All teachers have an emergency kit in their classroom, and have been trained in procedures for responding to criminal acts, including lock-down.
- Teachers have received training on asthma and other procedures for responding student medical needs.

Key Objectives for Goal 4

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

Objective 1: Proactively monitor and reduce unexcused absences in the school and maintain Average Daily Attendance rate at or above 97% during the school year.

Objective 2: Decrease student tardiness in the morning it by at least 5% within one year.

Objective 3: Decrease in behavior incidents and physical injury reports by 5% within one year's time

Objective 4: Create a positive school environment and sponsor programs and events that create awareness and sensitivity to cultural, racial, religious, and socioeconomic differences. Teach respect for differences within the community, and reduce the number of incidences related to name-calling, bullying, and verbal/physical abuse.

Key Strategies for Goal 4 Objectives

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

Key Strategy 1: Student Success Team (SSC), Coordinated Care Team (CCT), and Student Attendance Review Team (SART) meetings will focus on unexcused absences and implement strategies to improve attendance.

Key Strategy 2: An improved database to track student tardiness will be created, and the CCT and resource staff will analyze school data to determine ways to increase student punctuality.

Key Strategy 3: Alvarado Elementary has been a TRIBES school for many years, which fosters an environment of mutual respect between individuals and provides strategies for students to resolve conflicts in a positive way.

Key Strategy #4: Alvarado Elementary School will promote and maintain a safe and positive school climate.

Goal 5: Parent and Community Involvement

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

Data Conclusions related to Goal 5

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

Key Findings:

Parent involvement at Alvarado is very strong, with an active Parent Teacher Association (PTA) School Site Council (SSC) and English Language Learner Advisory Committee (ELAC). Approximately 89% (439) of our parents attended our Fall Parent-Teacher Conferences (10/30-11/3).

The ELAC has conducted 12 meetings as of April 16, 2007 with an average of 14 participants per session. The two parent workshops that the ELAC facilitated had an average attendance of 50. Two more workshops are planned before the end of the academic year.

During the month of February, 2006, the Alvarado SSC solicited feedback from the entire school community population through the distribution of surveys by mail delivery to family home addresses. The survey collected input on the utilization and overall effectiveness of 14 separate supplemental positions and programs at the school, and asked for written feedback and commentary on other programs that would make the school's curriculum better serve the student population. The response rate to the survey was over 30% of all families surveyed (119 responses in total), and 52 of the surveys were returned in Spanish indicating a proportional and high-percentage response rate from Spanish-speaking families.

Key Objectives for Goal 5

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

Objective #1:

- To increase the attendance of all families at the SSC Community Meetings by 20%, and increase by 15 the number of families returning an SSC priority survey.

Objective #2:

- To increase the involvement of our EL families at ELAC meetings and ELAC sponsored events, by 10 families

Objective #3:

- Maintain the high participation rate at of attendance at the Parent/Teacher conferences taking place during the Fall and Spring

Key Strategies for Goal 5 Objectives

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

Key Strategy 1: Maintain ongoing communication with parents and an active parent involvement in the decision making process.

Key Strategy 2: Engage individual parent groups including parents of EL, EDY, Special Education, GATE, and migrant students.

Key Strategy 3: Provide ongoing educational opportunities for parents.

ACTION PLAN

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the key objectives and implement the key strategies set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards:

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Teachers will provide daily ESL instruction using the District-adopted EL curriculum and ongoing assessments to address and identify the needs of English Learners (EL).</p> <ul style="list-style-type: none"> • Teachers will focus on EL standards and pay particular attention to addressing the needs of ELs. • Teachers will review EL Language Proficiency levels at 	Ongoing August -	Staff salaries	\$1.9M	WSF, CD, Title I, LEP	Multilingual Programs

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

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

<p>the beginning of the school year. Instructional practice during the school year will focus on moving EL students at least one level on the CELDT Assessment.</p> <ul style="list-style-type: none"> English Learners will receive daily EL instruction using the <u>On Our Way to English</u> EL curriculum. The faculty will use Guided Language Acquisition and Development (GLAD) training to enhance ELD instruction. RSP, inclusion, resource, and art teachers; Outreach Consultant (SB 65), paraprofessionals, and TRIBES trainers will provide additional educational opportunities for EL, EDY, Latino, African American, and SPED students by providing professional development for classroom teachers in creating a differentiated curriculum to help these students achieve Content Standards. Dual language materials will be used for classroom instruction. Resource teachers will support lower achieving students, including ELs. Professional development will center on closing the achievement gap and improving performance of EL's. A bilingual Parent Advisor will assist in the integration of EL and other underrepresented students and families into the school community. The school's BUENO/Immersion program will continue to be re-evaluated and revised to include enhanced curriculum and strategies targeted at EL students. 	September 2007				
	Daily	GLAD training costs	\$8800	PTA, CD	District textbooks
	Daily				
	Ongoing				
	Ongoing				
	Ongoing	Parent Advisor allocation	\$18,100	PTA/CD	
	Biweekly				

<p>Key Strategy 2: Intervention services including Reading Recovery, Literacy Support, Technology Integration, after-school tutoring and enrichment, and case management will be provided for students not performing up to expectations.</p>		Staff salaries	\$1.9M	WSF, CD, Title I, LEP	
<ul style="list-style-type: none"> • In grade level and staff meetings, teachers will share instructional practices that support EL, EDY, Latino, African American, and SPED students in mastering the State Content Standards. 	Ongoing				
<ul style="list-style-type: none"> • A Curriculum-Technology Integration (CTI) teacher will reinforce and directly instruct Content and Performance Standards in Language Arts, Math, Science and Social Studies. 	Ongoing				
<ul style="list-style-type: none"> • Curriculum-Technology Integration (CTI) teacher will extend classroom learning time by giving extra support to the classroom curriculum. 	Ongoing				
<ul style="list-style-type: none"> • Two Reading Recovery teachers and a Literacy Specialist will reinforce Content and Performance Standards in Language Arts through direct instruction. 	Ongoing	Reading Recovery teachers	\$155,000		
<ul style="list-style-type: none"> • In grade level and staff meetings and through the use of professional development activities, teachers will share best instructional strategies to meet the needs of EL, EDY, Latino, African American, and SPED students. 	Bimonthly				
<ul style="list-style-type: none"> • Reading Results, Running Records, and other district and site assessments will be used to determine student progress. 	Ongoing				
<ul style="list-style-type: none"> • The Excel After-School Learning Program will be available for any students scoring at the Far Below Basic and Below Basic levels on the California Standards Tests. 	August 2007-June 2008			ExCel, CD	
<ul style="list-style-type: none"> • Teachers will be paid to tutor EL students and students not performing up to expectations after school. 	November 2007-May	Extended Hours	\$10,000	ELAP, CD	
<ul style="list-style-type: none"> • Volunteers will support after-school learning and 					

<p>tutoring.</p> <ul style="list-style-type: none"> • The Alvarado Writer’s Workshop will support after-school learning in literacy. • The Technology lab will be accessed by the whole school population. The technology instructor will address the K-5 technology curriculum. • The librarian will provide/implement the library curriculum at the school library. • There will be a multi-disciplinary arts program at Alvarado, which will be supported primarily by the PTA, but also through site funds and Prop H’s arts funds. The arts program will be provided to every student in the school and, through collaboration between the classroom teachers and the artists, will be integrated with other academic areas, including literacy, math, and life sciences. The arts program is designed to meet the CA State standards for the arts, to address age-appropriate developmental skills, and to build progressively upon the skills year by year. • Teachers will identify students for eligibility to participate in after-school academic programs (such as Excel or Alvarado Writer’s Workshop) according to academic need. • After-school staff, consultants, and volunteers will provide extended learning time aligned with district standards and the core curriculum for under-performing students through enrichment clubs and academic programs. • The Excel After-School Learning Program will provide academic support and enrichment activities for students performing below the 40th percentile on the CST. • IEPs will be written and aligned to state Core Content Standards and reflect students’ present levels of 	2007					
	Ongoing	AWW Funding	\$11,500	CD		
	Ongoing		\$77,202	CD		
	Ongoing				Prop. H	
	Ongoing					
	Ongoing					
	Ongoing					
	Ongoing					
October-May						

<p>performance.</p> <ul style="list-style-type: none"> • GATE techniques, Reading Results, ELD Curriculum, Reading Recovery strategies, inclusion of students with disabilities, review of dual immersion research through BUENO, and technology integration. • A Science curriculum is developed and integrated in order to address content standards. • Adaptive technology support will be given when needed to facilitate attainment of content standards. • IEPs will be written and aligned to state Core Content Standards to improve Standards based instruction for students with special needs. • All students with disabilities (SPED students, students with disabilities, inclusion students, ELL students) will have core curriculum materials and appropriate supplementary materials as per instructional needs. • The implementation of the current SFUSD Immersion Model will be under consideration while the BUENO Committee conducts a program evaluation using Katherine Lindholm-Leary's <i>The Guiding Principles for Dual Language Education</i> to ensure quality instruction in core areas. 	<p>2007/8 Ongoing November-May 2007/08 Biweekly Bimonthly Summer 2007 Ongoing Ongoing Ongoing</p>				
<p>Key Strategy 3: Alvarado will continue to use the Coordinated Care Team (CCT) and Student Success Team (SST) to provide additional resources for the needs of underperforming students.</p> <ul style="list-style-type: none"> • Class-wide SSTs will take place twice per year so that Resource Teachers can meet with every classroom teacher to discuss student needs and provide resources and strategies to improve student outcomes. • The Coordinated Care Team (CCT) will meet monthly 	<p>Annually Monthly</p>	<p>Staff salaries</p>	<p>\$1.9M</p>	<p>WSF, CD, Title I, LEP</p>	

<p>to discuss students of concern and prescribe appropriate interventions.</p> <ul style="list-style-type: none"> • The SART will monitor student attendance and take appropriate steps to increase. • SSTs will be held regularly and in a timely manner to develop and implement strategies to help students with academic, behavior or social skills in the classroom and school environment. • Sand Tray Therapists will provide play therapy for students identified through the CCT and SST process. • The Outreach Consultant (SB 65) will work with EDY/ Title 1 parents to explain services, and make referrals to community based organizations for tutoring, counseling, and parenting classes. 	<p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Outreach Consultant funds</p>	<p>\$77,202</p>	<p>.52 CD and .48 grant</p>	
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Monitoring and Assessment for Goal 1

Questions to cover:

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

- At staff, grade level, and committee meetings, formative and summative student data will be analyzed.
- The principal will visit classes regularly to monitor classroom implementation and adherence.
- Staff meetings and grade level meetings will be used to share techniques and strategies, to allocate information and to review programs.
- Teachers will use a variety of strategies to evaluate student progress including: report cards, longitudinal CST data (all teachers have access to Cruncher), *Aprenda* results, Reading Results, unit tests, and running records.
- Student achievement data will be disaggregated to compare student outcomes in our General English and Immersion programs.

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.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Increased professional development to support teacher competencies in meeting the needs of EL students will be provided to teachers and staff.</p> <ul style="list-style-type: none"> • Workshops involving the school’s performance on standardized tests, the <i>Performance-based Assessment</i>, the CST blueprints and <i>Cruncher</i> will be conducted. The API and AYP will be explained in depth, including the methodology for determining how targets are met. • Summative and formative assessment data will be discussed and analyzed at grade level, committee and Leadership Team meetings and on professional development days. • Teachers will be trained in gap analysis, and students performing on the borderline between ability levels on standardized tests in Mathematics and Language Arts will be identified so they can be targeted for accelerated instruction. • Grade level teachers will meet biweekly to discuss instructional strategies, analyze test data and student work, and align grade-level standards to instruction. • The Leadership Team will monitor the Academic 	<p>August-September 2007</p> <p>Ongoing</p> <p>October-November 2007</p> <p>Biweekly</p> <p>Biweekly</p>	<p>Staff salaries</p>	<p>\$1.9M</p>	<p>WSF, CD, Title I, LEP</p>	<p>CST data</p> <p>CST data</p> <p>CST data, Cruncher</p>

<p>Plan for compliance and implementation, work with the SSC to make effective instructional decisions that support student achievement, develop teacher leadership, and identify and implement professional development activities that will help meet our instructional goals.</p> <ul style="list-style-type: none"> • Dual Spanish Immersion teachers will be provided with opportunities to participate in two-way CAFE conferences and other professional development activities. • Dual Spanish Immersion teachers will be given the opportunity to participate in professional development activities sponsored by the Office of Multilingual Programs. • Dual Spanish Immersion teachers will continue to assess the effectiveness of their program by implementing strategies described in a rubric designed by the Center for Applied Linguistics entitled <i>Guiding Principles for Dual Language Education</i>. • The Office of Multilingual Programs will be invited to do a workshop for the staff on SDAIE and ELD strategies. • Staff, grade level, and Professional Development Day meetings will be used to share techniques and strategies, information, and review programs. • Professional development will be embedded in grade level meetings, and teachers will share best practice ideas as implemented in their own classrooms • Staff will be given the opportunity to attend conferences to learn and share best practices. • As many teachers as possible will receive Gradual Language Acquisition Development (GLAD) 	Ongoing				
	Ongoing		\$2000	CD or Title I	Multilingual Programs
	Ongoing				Multilingual Programs
	November 2007				Multilingual Programs

<p>content standards.</p> <ul style="list-style-type: none"> Teachers will use various strategies (realia, manipulatives, visuals, graphic organizers) and teaching methodologies to make concepts accessible to all learners. EL students will be provided with ELD materials (the District adopted curriculum and appropriate supplementary materials) that are based on ELD standards and are appropriate for their identified levels of language proficiency. EL students performing below Basic on the CST will be targeted for after-school Skills Labs focusing on English Language Development and mathematics. The principal will investigate the possibility of training the faculty in the use of ADEPT (Developmental English Proficiency Test). 	<p>Daily</p> <p>Daily</p> <p>November 2007 or sooner</p> <p>September 2007</p>		<p>\$10,000</p>	<p>ELAP, CD</p> <p>ELAP, CD</p>	<p>District books</p> <p>Multilingual Dept.</p>
<p>Key Strategy 3: Alvarado will provide direct assistance to underachieving students, in Language Arts via Reading Recovery (lower grades) and Literacy Specialists (upper grades).</p> <ul style="list-style-type: none"> Lower grade students experiencing difficulties in reading will be identified through the Coordinated Care Team and school-wide SST process and will be referred to the Reading Recovery teachers for one-to-one instruction. Reading Recovery teachers are trained in DLL (Descubriendo la Lectura) practices to provide reading instruction to EL students in both English and Spanish. 	<p>September 2007</p> <p>Ongoing</p>	<p>Staff salaries</p>	<p>\$1.9M</p>	<p>WSF, CD, Title I, LEP</p>	

<ul style="list-style-type: none"> • Reading Recovery and Special Education teachers will meet regularly with classroom teachers to improve instruction of low-performing students. • Reading recovery teachers will provide support for guided reading practices in the classroom. • Upper grade students experiencing difficulties in reading will be identified through the Coordinated Care Team and school-wide SST process and will be referred to the Literacy Specialist for small group instruction. • The following programs will also increase the educational opportunities for EDY, Latino, African American, and SPED students: America Reads tutors, arts programs, health and safety trainings, school assemblies, GATE, science resource room, mainstreaming of students in the Special Day classes, RSP and inclusion programs, AIMS concerts, service learning partnerships, and field trips. • Parents of SPED students will be informed of their child's progress using Attachment G of the IEP each report card period. • An IEP master calendar will integrate all IEPs for SDC, RSP, Inclusion, OT, PT, and Speech and Language students. IEPs will be reviewed for progress at least annually and will follow all timelines for compliance. • Students will be given the opportunity to participate in after school activities such as: tutoring, student council, athletic activities, art programs, and enrichment activities. 	<p>September 2007 to June 2008</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Daily</p> <p>Ongoing</p> <p>Monthly</p>				
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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?

- CELDT, LALAR and other assessment results will be used to assess the effectiveness of ELL instruction and make modifications if necessary,
- Teachers will use a variety of strategies to evaluate student progress including: Unit tests, report cards, rubrics, state standardized testing, APRENDA, Harcourt math assessments, Brigance and site assessments, including Reading Results, Houghton Mifflin tests, On Our Way to English unit assessments, and Running Records.

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.

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Grade Level Teams will meet regularly to align curriculum to standards and review student achievement.</p> <ul style="list-style-type: none"> • All teachers will participate in biweekly grade level meetings, district-wide staff development, and biweekly staff meetings. • Teachers will be provided with copies of the California content standards for all subject matters taught. • Teachers' lesson plans will reflect alignment with the core curriculum as well as content and performance standards. • At grade level and staff meetings, teachers will share instructional practices that support alignment with the core curriculum. They will also discuss State guidelines for instructional time and strategies for helping students master the standards. • Teachers will be provided with release time to 	<p>August 2007-June 2008</p> <p>August 2007</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p>	<p>Staff salaries</p>	<p>\$1.9M</p>	<p>WSF, CD, Title I, LEP</p>	

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

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

<p>collaborate with team members on how to align instruction with the curriculum and comply with instructional minute requirements.</p> <ul style="list-style-type: none"> • The Literacy Committee will meet monthly to work with grade level teachers to differentiate the curriculum in order to enable all students: ELL, EDY, Latino, African American, and SPED students to access the core curriculum and master content standards. • Teachers will use and share a variety of strategies and materials including: class size reduction, heterogeneous and homogenous grouping, guided reading, literacy specialist, arts programming, differentiation, technology, math, social studies , intra-program and intra-grade rotations, inquiry science, art and other supplemental materials, dual language immersion, magazines for kids, TRIBES, and Jr. Great Books • Both general and special education teachers will use differentiation strategies. • Lessons, objectives, schedules, and theme walls will be posted in all classrooms. • Teachers will make use of summative and formative student achievement data using <i>Cruncher</i>, CELDT and unit tests results to adjust instruction when necessary. • Staff development will include TRIBES, inclusion of Special Education students, literacy, differentiating instruction, scaffolding, guided reading groups, English Language acquisition, sharing best teaching practices, and technology curriculum integration. • Artists will attend grade level meetings to align instructional program with standards. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p> <p>Ongoing</p>	<p>Substitute release time</p>	<p>\$6000</p>	<p>CD</p>	
<p>Key Strategy 2: Smaller class size in grades 04 and 05 will support differentiation of instruction in order to accelerate</p>	<p>August 2007-June</p>				

<p>student outcomes.</p> <ul style="list-style-type: none"> • A classroom reduction teacher will be hired to facilitate a smaller teacher-to-student ratio in the higher grades in order to provide opportunities for teachers to differentiate instruction and work with smaller groups. • Class size reduction will increase the educational opportunities for all students: EDY, Latino, African American, and SPED students by allowing children additional time for classroom participation, and individualized instruction and interactions with the classroom teacher. Dual language materials will be used in classroom instruction. Resource teachers will support these students. • Varied presentation of materials will be used, taking into account differences in learning styles and teaching styles, including visual models. 	2008	Staff salary	\$77,702	CD	
<p>Key Strategy 3: Teachers will utilize the Houghton Mifflin Language Arts series and supplementary materials in coordination with the California Content Standards to improve instruction.</p> <ul style="list-style-type: none"> • All teachers will be provided with California Content Standards for Language Arts so they can plan and prioritize instruction. • All teachers will be provided with CST blueprints for Language Arts so they can identify key standards and pace instruction accordingly. • All teachers will use H.M. unit tests and other formative assessments to gauge the effectiveness of their instruction and make appropriate course corrections when necessary. • All teachers will focus on writing conventions and 	<p>August 2007-June 2008</p> <p>August 2007</p> <p>September 2007</p> <p>Ongoing</p>	Staff salaries	\$1.9M	WSF, CD, Title I, LEP	District books

<p>genres (<i>Narrative, Response to Literature, Summary of Reading Materials</i>) as reflected in the California Language Arts standards and the Language Arts adoption.</p> <ul style="list-style-type: none"> • Formal and informal classroom observations by the principal will provide support to address pacing and differentiation. • <i>America Reads</i> tutors will work closely with classroom and or literacy recourse teachers to tutor students in literacy. • All students will have access to adopted instructional materials and core programs, as well as use of other appropriate supplemental materials such as Jr. Great Books. • Teachers will incorporate SDAIE strategies into their English Language instruction to address the needs of EL students. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>				
<p>Key Strategy 4: Teachers will utilize the Hartcourt Mathematics series, and will pace instruction so that all key content standards are addressed prior to CST testing.</p> <ul style="list-style-type: none"> • All teachers will be provided with California Content Standards for Mathematics so they can plan and prioritize instruction. • All teachers will be provided with CST blueprints for Mathematics so they can identify key standards and pace instruction accordingly. • Formal and informal classroom observations by the principal will provide support to address appropriate pacing. • All teachers will use unit tests and other formative assessments to gauge the effectiveness of instruction and make appropriate adjustments when necessary. 	<p>August 2007- June 2008</p> <p>August 2007</p> <p>August 2007</p> <p>Ongoing</p> <p>September 2007</p>	<p>Staff salaries</p>	<p>\$1.9M</p>	<p>WSF, CD, Title I, LEP</p>	<p>District books</p>

<ul style="list-style-type: none"> • Upper grade teachers will use <i>Cruncher</i> to identify content clusters that may need to be emphasized for the class as a whole and/or for individual students. • All teachers will instruct student in the application of mathematical procedures and will cover the appropriate academic language so that all students become familiar with it. • Spanish Immersion teachers will teach the appropriate academic language in Spanish and English (bilingual glossaries will be provided). • To increase achievement in math, math will be integrated into language arts, science and social studies. Academic math vocabulary will also be taught during Language Arts. • The school will provide supplemental math materials and magazine subscriptions; music, dance, and visual arts programs; Reading/language arts materials. • Teachers will incorporate SDAIE strategies into their math instruction to address the needs of EL students. 	Ongoing				
	Ongoing				
	Ongoing				
	Ongoing				
	Ongoing				
	Ongoing				

Monitoring and Assessment for Goal 3

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

- Teachers will use summative and formative test results to determine instructional effectiveness, including: Unit tests, report cards, rubrics, state standardized testing, APRENDA, Harcourt math assessments, Brigance and site assessments, including Reading Results, Houghton Mifflin tests, On Our Way to English unit assessments, and Running Records.
- Formal and informal classroom observations by the principal will provide support to address appropriate pacing and differentiation of instruction.

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 ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Student Success Team (SSC), Coordinated Care Team (CCT), and Student Attendance Review Team (SART) meetings will focus on unexcused absences and implement strategies to improve attendance.</p> <ul style="list-style-type: none"> • The SART will monitor student attendance through the school secretary and classroom teachers. • The Outreach Consultant will send letters alerting parents of school attendance concerns. On site meetings will be conducted for students with chronic attendance issues. Referrals to the District Dropout Prevention Office will be made when necessary. • Phone calls will be made on a daily basis when students are absent without notifying the school. • In order to maximize instructional time, letters will be sent home to remind parents the importance of regular school attendance. • All communication regarding attendance issues will be provided in English and Spanish. • An incentives program will be developed to reward students with good attendance and punctuality. 	<p>August-June 2007-08</p> <p>Monthly</p> <p>Ongoing</p> <p>Daily</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff salaries</p>	<p>\$1.9M</p> <p>\$1000</p>	<p>WSF, CD, Title I, LEP</p> <p>Principal's discretionary fund</p>	

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

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

<p>Key Strategy 2: An improved database to track student tardiness will be created, and the CCT and resource staff will analyze school data to determine ways to increase student punctuality.</p> <ul style="list-style-type: none"> • The Outreach Consultant and Parent Advisor will mail letters home to students who are tardy more than three times, emphasizing the importance of punctuality and regular school attendance. • Students with excessive tardies and/or unexcused absences will be case-managed through the SART and Coordinated Care Team process, and parent meetings will be scheduled for students exhibiting chronic problems. • Letters will be sent home periodically reminding parents of the importance of punctuality and regular school attendance. • The principal will remind parents of the importance of punctuality during Morning Assemblies and periodically in newsletter articles. • An incentives program will be developed to reward students who are regularly on time to school. • Teachers will communicate concerns regarding punctuality to parents during Parent Conference Week. 	<p>August-June 2007-08</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2007</p> <p>Fall and Spring 2007-08</p>	<p>Staff salaries</p>	<p>\$1.9M</p> <p>\$77,702</p>	<p>WSF, CD, Title I, LEP</p> <p>Grant, CD</p>	
<p>Key Strategy 3: Alvarado Elementary has been a TRIBES school for many years, which fosters an environment of mutual respect between individuals and provides strategies for students to resolve conflicts in a positive way.</p> <ul style="list-style-type: none"> • A school wide TRIBES contract will be sent home in 	<p>August-June 2007-08</p> <p>August 2007</p>	<p>Staff salaries</p>		<p>WSF, CD, Title I, LEP</p>	

<p>the fall to be signed by all students and parents in order to ensure that the community understands the TRIBES agreements and the school-wide expectations for student behavior.</p> <ul style="list-style-type: none"> • The school will continue to sponsor TRIBES training sessions for both teachers—particularly new faculty—as a means of providing skills and a language by which students and teachers can positively express their needs and avoid/resolve conflicts. • TRIBES workshops will be made available to parents, family members, contracted artists and paraprofessionals. • The TRIBES agreements will be implemented in every classroom and will form the basis for discussions regarding disciplinary issues and conflicts among students. • The TRIBES agreements, school rules and expectations for student behavior will be reviewed with students during morning assemblies. • The faculty will be trained on strategies for creating a positive school climate including the resiliency research and ‘asset building.’ • Alvarado will sponsor assemblies during the school year which promote cultural and racial awareness in the student body. • Behavior support plans will be included in students’ IEPs. • Yard supervisors will monitor the play structure to prevent injuries, teach conflict resolution, and engage children in games. • The yard supervisors will meet periodically to review the effectiveness of yard supervision. • Sand Trays in Education and Play Therapy programs to 	<p>November 2007</p> <p>November 2007</p> <p>Ongoing</p> <p>Weekly</p> <p>September, November 2007</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		<p>\$5000</p>	<p>PTA</p>	
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<p>will be provided on site to students of concern with MFTI and PhD interns.</p>	<p>Ongoing</p>				
<p>Key Strategy #4: Alvarado Elementary School will promote and maintain a safe and positive school climate.</p> <ul style="list-style-type: none"> • An Emergency Response Team will be created to respond to potential catastrophes, including fires and earthquakes. • Fire drills will be implemented on a consistent basis. • The staff will be trained in emergency procedures for criminal acts, including lock-down. • Visitors and volunteers will be required to sign-in and wear badges in school. ID/badge will be provided to school personnel to increase security on school grounds during classroom and after-school hours. • A Health and Safety Curriculum will be provided by Health Advocates and the school nurse. Alvarado has recently increased the school nurse’s on-site time from 1 day per week to 2.5 days per week. • The school nurse will oversee chronic student health conditions, to accommodate student health needs for all students, including those with SSTs and Section 504 plans. • The school nurse will observe classrooms for student health/ behavioral issues and environmental issues, and will work with the Health and Safety committee. • The school nurse will train teachers to respond to the specific health needs of affected students. • The school nurse will give in-services to teachers, monitor the physical well-being of the staff, and serve as health referral source. • All school staff, including the SFUSD Content 	<p>September 2007</p> <p>Monthly October 2007</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>			<p>Prop. H</p>	

<p>Specialist, will assist with implementation of individual student behavior plans as stated in IEPs.</p> <ul style="list-style-type: none"> • The status of the physical plant will be assessed on an ongoing basis and work orders will be filed in a timely manner. • Restrooms will be properly supplied and cleaned on an ongoing basis. • Teachers will foster good hygiene disease prevention by reminding students to wash their hand often, and to cover their nose and mouth when coughing. • The principal will make daily rounds of the school to ensure student safety and building integrity. 	<p>Ongoing</p> <p>Ongoing</p> <p>Daily</p> <p>Ongoing</p> <p>Daily</p>				
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Monitoring and Assessment for Goal 4

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

- A database will be created to track student attendance and tardiness and will be reviewed on a monthly basis by the SART.
- A data base will be created to track injuries on the playground and will be reviewed on a quarterly basis.
- Incident reports and student behavior referrals will be entered into a data base and will be analyzed on a periodic basis by the Coordinated Care Team.
- The status of outstanding work-orders will be reviewed on a monthly basis.

Goal 5: Parent and Community Involvement

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

<p style="text-align: center;">Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁸ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: Maintain ongoing communication with parents and an active parent involvement in the decision making process.</p> <ul style="list-style-type: none"> • The community will be kept informed through a bilingual newsletter every month, morning assembly announcements, classroom notices, room parent calls, e-mail group, ELAC monthly meetings, and two community meetings each year. • Surveys and two school community meetings will be used to survey parents about budget and academic plan priorities for the SSC. • Room Parents will remind parents to return the SSC priority surveys in a timely manner through phone calls and/or e-mails. • The SSC will monitor and help review student performance data and write the academic plan. • The ELAC will review data, advise the SSC and provide input to the SSC to incorporate into the Academic Plan. 	<p>August-June 2007-08</p> <p>February & March 2008</p> <p>March 2008</p> <p>Ongoing</p> <p>September 2007</p> <p>Ongoing</p>	<p>Staff salaries</p>	<p>\$1.9M</p>	<p>WSF, Title 1, SI, PTA, CD</p>	

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

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

<ul style="list-style-type: none"> • The PTA will coordinate activities with the SSC and effectively use PTA funds to compliment the site budget and academic plan through surveys and priority lists. • All official correspondence with parents will be offered in Spanish and English. • All parent group meetings will be offered with Spanish and English interpretation. Individual parent meetings will be offered with interpretation as needed. • Written communications with families will include: a welcome letter, Quick Reference Guide, Alvarado monthly newsletter, The Family Connection newsletter, e-mail lists, website, hallway bulletin boards and easel displays, and frequent school and teacher notices and activity fliers. • Classroom Teachers will remind parents of their upcoming Parent/Teacher conference time and date via written notes, phone calls or e-mails, and strive for 100% participation. Translation will be made available for those parents that need it. • Non-school sponsored academic events will be publicized through fliers sent home– New College Family Education programs, SFSV workshops, district sponsored Professional Development opportunities, and any conferences put on by the Office of Parent Relations and its’ community partners. • Principal’s Breakfasts will focus on a variety of issues including safety, health, content standards, parent involvement, and additional resources. • A staff representative will attend all PTA meetings. • Events and assemblies designed to attract parents to the school will include: Daily Morning Assemblies, Monthly principal’s chats, monthly PTA General 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Fall & Spring 2007-08</p> <p>Ongoing</p> <p>Monthly</p> <p>Bimonthly</p> <p>Ongoing</p>	<p>Approx. 24 cases of letter paper</p>	<p>\$1000</p>		<p>Translation of more complex documents</p>
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<p>Assembly meetings, First Day Tea, Back-to-School Night, week-long Fall and Spring parent/teacher conferences, Flag Day Parade, Halloween, el Dia de los Muertos, Winter Assembly, Lunar New Year Parade, African American History Assembly, Women’s History Assembly, Gay Pride Assembly, Latino Pride Assembly, and Carnival</p> <ul style="list-style-type: none"> • A monthly article will be placed in the Noe Valley Voice to update the community on the school’s progress. • The school will issue a monthly newsletter in English and Spanish. 	<p>Monthly</p> <p>Monthly</p>				
<p>Key Strategy 2: Engage individual parent groups including parents of EL, EDY, Special Education, GATE, and migrant students.</p> <ul style="list-style-type: none"> • A Parent Advisor will communicate directly with families of EL students regarding important school events. • The Parent Advisor will contact families of EL students to make them aware of the availability of ELAC meetings, workshops and family events, and to urge them to become ELAC members in order for their child to take advantage of the educational programs. • The Parent Advisor will open a channel of communication with parents of EL students to suggest ways to meet students’ needs and to encourage participation in their child’s education. • The GATE Coordinator will meet with teachers to facilitate the identification of students for the GATE process and to analyze the needs of GATE students. • Migrant students (as designated through the SFUSD 	<p>August-June 2007-08</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Quarterly</p>	<p>Staff salaries</p>		<p>WSF, Title 1, SI, PTA, CD</p>	

<p>Migrant Services Department), and other special needs students will be discussed through the SST process.</p> <ul style="list-style-type: none"> Attachment G Forms will be completed for students with an IEP. The SSC will discuss the needs of all demographic groups. Issues related to EL and EDY students will be discussed at SSC meetings. 	<p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p> <p>Monthly</p>				
<p>Key Strategy 3: Provide ongoing educational opportunities for parents.</p> <ul style="list-style-type: none"> Volunteers and the PTA will provide support for programs and facilitate parent education workshops, such as quarterly Family Art Workshops, Family Math and Literacy workshops, and presentations at PTA meetings on science, technology and the importance of parent involvement The school will collaborate with various universities and community-based organizations that provide student teachers, America Reads tutors, Sand Tray interns and mentoring assistance. The ELAC will prepare and distribute an informational pamphlet with details regarding their program during Back to School Night. The ELAC will meet monthly to discuss services for EL students and will be facilitated by the Parent Advisor. The ELAC will hold informal evening or weekend meetings for families of EL students. The ELAC will facilitate weekend workshops for parents of EL students. The ELAC will participate in monthly DELAC meetings. 	<p>August - June 2007-08</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2007</p> <p>Monthly</p> <p>Ongoing</p> <p>Quarterly</p>	<p>ELAC time For meetings and workshops 4k + 2k GATE Coord.</p>		<p>WSF, Title 1, SI, CD, District Funds PTA</p>	<p>Multilingual Programs</p>

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Monitoring and Assessment for Goal 5

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

Progress Evaluation of Key Strategies:

The progress of the key strategies will be evaluated via monthly reports to the SSC board by the persons responsible for the implementation of each strategy

Data Collection:

Reports collected from monthly SSC meetings in addition with SSC community meeting and PTA meetings sign-up sheets will be collected and analyzed in order to assure that the goals are being met.

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	Date Elected
Gene Barresi		X				Sept. 06
Alicia Sheppeck					X	Sept. 06
Ana Martinez					X	Sept. 06
Debbie Costello					X	Sept. 06
Jenny Chaffo			X			Sept. 06
Luis Sierra			X			Sept. 06
Mary Lou Cooper				X		Sept. 06
Nick Andrade					X	Sept. 06
Nick Driver					X	Sept. 06
Pablo Tisker					X	Sept. 06
Robert Broecker			X			Sept. 06
Rosemary Hiller			X			Sept. 06
Smita Teotia			X			Sept. 06
Theresa Petri					X	Sept. 06
Tim Danison					X	Sept. 06
Numbers of members of each category		1	5	1	8	

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

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

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

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Date Elected
Gene Barresi		X					Aug. 06
Santa Bueno					X		Aug. 06
Hugo Lopez					X		Aug. 06
Violeta Velasquez					X		Aug. 06
Abigail Carbajal					X		Aug. 06
Pablo Tisker					X		Aug. 06
Daniel Rivera					X		Aug. 06
Liliana Bermudez					X		Aug. 06
Rosabel Sanchez					X		Aug. 06
Margo Lopez					X		Aug. 06
Guadalupe Alejo					X		Aug. 06
Maria Lanzarin				X			Aug. 06
Nancy Velasco				X			Aug. 06
Claudia Rodriguez					X		Aug. 06
Jessica Montiel					X		Aug. 06
Johana Lopez					X		Aug. 06
Sandra Garcia					X		Aug. 06
Gabriela Ramirez					X		Aug. 06
Ana Martinez					X		Aug. 06
Mary Patino					X		Aug. 06
Maria Macedo					X		Aug. 06
Celso Osorio					X		Aug. 06
Numbers of members of each category		1		2	19		

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.

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: 1/30/07
 - B. One meeting to present plan upon its completion. DATE: 3/19/07
7. This school plan was adopted by the school site council on: 3/13/07
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:

Gene Barresi

Typed name of school principal

Signature of school principal

Date

Tim Danison

Typed name of SSC chairperson

Signature of SSC chairperson

Date