

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Bessie Carmichael Elementary School
Filipino Education Center
School

38 68478 6040752
CDS Code

March 16, 2007
Date of this plan

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

***DISTRICT:** SFUSD policy and practices are designed to ensure that each student has access to instructional materials that are aligned with State core content standards. The district has adopted programs and materials that are aligned with and approved by the State Board of Education.*

SITE:

- All teachers use adopted materials and identified supplementary materials that are aligned with the State content and performance standards. Written lesson plans are likewise guided by the standards.
- This is the fourth year of implementing Reading First, including full implementation of the Houghton Mifflin language arts curriculum. Grade level teams meet biweekly to ensure their instruction follows the Reading first pacing guide for the Houghton Mifflin language arts curriculum.
- As a Math OARS school, teachers follow the SFUSD pacing guide, and administer the district math assessments. Grade level teams meet regularly for data analysis and align their teaching to meet the needs of their students.

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

***DISTRICT:** The SFUSD has purchased adopted instructional materials for all students including EDY, Special Education, EL, GATE, and Vocational Education.*

SITE:

- Each classroom teacher is allocated standards based instructional materials for all students including GATE, Special Education, and ELL students. Additionally, teachers use supplemental materials including, classroom library books, leveled guided reading books, and math manipulatives, and Math Steps.

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

***DISTRICT:** The district holds Professional Development Institutes that provide a series of workshops four times a year. These are designed to deepen understanding of the skills required to assist schools in aligning standards, assessments and best practices, assessing student performance, and meeting professional needs of staff. In addition, central staff facilitates ongoing professional development at school sites as part of federal and state awards programs in coordination with external partners.*

SITE:

- Teachers participate in Data Analysis Meetings every 6-8 weeks for the Language Arts Houghton Mifflin curriculum. In addition, teachers participate in biweekly Reading First Professional Development meetings where they collaborate professionally and share successful teaching strategies.
- Peer observations, both onsite and at other schools, are organized based on the needs of the teachers and to help facilitate improved delivery of quality, standards based instruction.
- Grade level and faculty meetings are used to align standards, assessments and best practices in meeting the needs of all students including GATE, EL, EDY, SPED students.

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

DISTRICT: *The STAR Schools Initiative was developed using data on SFUSD school performance and the most recent research on improving under-performing schools. It provides additional school personnel, support, and resources. Summer School programs are designed to provide interventions to under-performing students.*

SITE:

- Our CARE Team meets every week to discuss the needs of underperforming students. Behavior plans, Response to Intervention (RTI), teaching modifications, and community resources are identified so we can best serve each student. Student Success Team meetings are held regularly to address the needs, provide services, and monitor the progress of under-performing students.
- Our Instructional Reform Facilitator meets with individual teachers and grade level teams to oversee the collection, analysis and use of data to identify student learning needs and improve teaching and learning.
- Services are provided to all students focusing on the under-performing students by the following: YMCA and Galing Bata After School Program, RSP and Speech and Language Teacher, Learning Support Professional, Elementary Advisor and School Psychologist. The paraprofessionals are assigned to assist teachers in providing additional instructional support to underperforming students.

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

DISTRICT: *Annually the Research Department produces a School Site Data Binder designed to provide school staff with disaggregated data reports for the previous school year. It contains information concerning student achievement performance on various state and district-wide assessments administered during the previous school year.*

SITE:

- SCOE Theme Assessments are administered and entered in the OARS database every six weeks for Language Arts. These results are then analyzed to determine student needs and plan for instruction.
- District Math Assessments are administered and entered in OARS every six weeks. These results are then analyzed to determine student needs and plan instruction.
- STAR data was reviewed and analyzed to identify school-wide improvement needs, as well as to identify the achievement gap that exists for English Language Learners.

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

DISTRICT: *The district provides resources to STAR schools including additional personnel, support and services. All schools receive assistance with extended learning opportunities and support materials.*

SITE:

- Coordination of Service Team (CARE) and Student Success Team (SST) create and monitor individual academic and behavior intervention plans for referred students.
- The Elementary Advisor, Learning Support Consultant, Administrators, and CARE Team collaborate with various community organizations to coordinate monthly parent chats and parent education workshops.

- Both After School Programs, Galing Bata and YMCA, provide enrichment, academic and recreational activities for students 5 days a week.
- As a Reading First School, additional resources have been provided including a Reading First Coach and regular professional development for all faculty members to address literacy across the school.
- Professional Development programs, school-wide assessments have helped the teachers in providing under-performing students enriched, more personalized instruction.

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

SITE:

- Our middle school program, housed at a separate campus this year, has limited resources and programming for our students.
- We have limited parent/family involvement, especially in regard to student academics and performance
- Habitual absenteeism and tardiness among students has been an ongoing problem at our school. The Elementary Advisor dedicated much of her time addressing these issues.

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

SITE:

- Implementing curricular programs, specifically the Houghton Mifflin Reading program has been and will continue to be a challenge specifically in split grade classes if the school were to provide all students with optimal learning opportunities.
- The bigger fourth and fifth grade classes have likewise been a source of curricular challenges.
- Middle school Intervention program has not had a set curriculum and is not fully developed
- The split, 2/3, Bilingual class makes it challenging to provide grade-level instruction for all students

Insert SARC Highlights

SARC Page 2

ACADEMIC PLAN EXECUTIVE SUMMARY

Goal 1: Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Data Conclusions related to Goal 1:

(Please state your data patterns and trends.)

- 15% of our Latino student population and 21% of our English Language Learners scored at Proficient or above in English Language Arts in the California Standards Test as compared to the school-wide proficiency percentage of 38%
- 21% of our Latino student population and 35% of our English Language Learners scored at Proficient or above in Mathematics in the California Standards Test as compared to the school-wide proficiency percentage of 44%
- Of our 153 current 2nd – 6th grade EL classified students, 41 are Latinos. 26 of the 30 (87%) Hispanic EL-designated students who took the CST last year scored basic and below in ELA and 23 of the 30 (77%) scored basic and below in Math.

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

Objective 1: By the end of SY 2007 – 2008, the percentage of Latinos and EL students scoring at proficient or above in the California Standards Test in both English Language Arts and in the Reading First End-of-Theme assessments in Reading comprehension and writing and in Mathematics will increase by at least 10%.

Objective 2: By the end of SY 2007 – 2008, fifty percent of Latino and EL students who scored FBB will score BB, fifty percent of those who scored BB will score B and fifty percent of those who scored basic will score proficient in the CST in both ELA and Math.

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

1. The Literacy Specialist will provide support to identified under-performing EL, Latino and African American students (focal students) in literacy instruction in all grade levels. He / She will work closely with the fourth and fifth grade teachers in providing the ELA intervention program. The Paraprofessional will work closely with the Literacy Specialist, as well as the teachers, in providing optimal opportunities to advance skill levels of identified underperforming students.
2. All teachers will consistently implement Universal Access to provide assistance and deliver differentiated instruction to students to address academic needs of all students. Ongoing professional development on differentiated instruction will be provided to all teachers.
3. Identified underperforming students will be provided extended learning opportunities – after school academic support program with the Orrick YMCA and FEC Galing Bata After-School Programs, Supplemental Education Support (SES) Program. Lead Teachers / Coordinators will work closely with classroom teachers in the articulation of focus skill areas that need to be taught and reinforced in these after-school 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.

Data Conclusions related to Goal 2:

(Please state your data patterns and trends.)

- 21% and 35% of EL students scored at proficient and above in English Language Arts and Mathematics respectively (as compared to 31.6% and 37% school-wide).

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

Objective 1: By the end of school year 2007 – 2008, the percentage of all students, including EL, SPED, and GATE students, scoring at Proficient or above in the California Standards Test in English Language Arts and Mathematics will increase by 10%.

Objective 2: By February, 2008, the percentage of students, including EL, SPED, and GATE students scoring at benchmark or above in the end-of-theme Reading First assessment in Reading Comprehension and Writing will increase by 10%.

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

1. Class Student Success Team meeting will be held twice next school year to identify challenged students, including students with disabilities, EL and gifted students. Appropriate interventions will be provided to students, as determined, to ensure their success at school.
2. All teacher will provide accommodations and modifications to EL, SPED, GATE students as outlined by the IEP and Class SST recommendations.
3. The Spanish Bilingual and Filipino Bilingual teachers, with the support from the Teaching and Learning and Multilingual Offices and the assistance of our IRF and Literacy Specialist, will assess current program offerings and achievement levels to redefine and reconfigure (as necessary) said offerings that would better address the needs of students in the bilingual program.
4. All teachers will work collaboratively in consistently implementing the Rigby English Language Development Program for thirty-minutes each day. All teachers will have ongoing professional development / in-service on English Language Development instruction.

Goal 3: Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3:

(Please state your data patterns and trends.)

- Our English Language Arts scores (38% at or above proficient) in the California Standards Test are below the district and the state scores (48% and 43% respectively).
- Our Math scores (44% at or above proficient) in the California Standards Test are below the district (54% at or above proficient) and state (48% at or above proficient) scores.
- Our Reading First End-of-Theme assessments consistently show reading comprehension and writing skills as key areas of improvement in the school.
- Our Reading First End-of-Theme assessments consistently show reading comprehension and writing skills as key areas of improvement in the school. In the most recent end-of-theme assessment, 28.9 % of our first graders, 28.4% of our second graders, 54.3% of our third graders, 73% of our fourth graders and 36.3% of our fifth graders scored below benchmark in writing. 40.3% of our second graders, 83.6% of our third graders, 74% of our fourth graders and 15.2% of our fifth graders scored below benchmark in reading comprehension.

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

Objective 1: By the end of school year 2007 – 2008, the percentage of students scoring at Proficient or above in English Language Arts the California Standards Test and Mathematics will increase by 10%.

Objective 2: By the end of school year 2007 – 2008, the percentage of students scoring at or above benchmark in the Reading First SCOE writing assessments will increase by 15%

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

1. All teachers will implement successful research-based teaching strategies to improve student reading comprehension, our school-wide literacy focus.
2. The Principal, Assistant Principal and IRF will work closely and consistently with grade level teams in planning targeted / focused instruction in literacy and Mathematics.
3. All teachers will consistently implement the Reading Writing Workshop following the writing instruction template provided to all teachers by to effectively teach writing to all students.
4. All teachers will utilize the district-endorsed Mathematics pacing guide and assessment. Math Grade Level planning and data analysis will take place every at least once a month.

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

Data Conclusions related to Goal 4:

(Please state your data patterns and trends.)

- The school's average attendance rate for SY 2005– 2006 was 92%.

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

Objective 1: Discipline referrals will decrease by 10% at the end of school year 2007 – 2008.

Objective 2: Daily attendance rate will increase to 96% at the end of school year 2007 – 2008.

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

1. The Student Attendance Review Team will consistently monitor attendance patterns of at least five truant (attendance focal) students each grade level. Support services will be provided to address the attendance issues of these students.
2. Opportunities for parent and student leadership and empowerment will be provided to students all throughout the school year. The Student Council will take the lead in planning and organizing activities that will foster leadership and empowerment.
3. The Discipline Committee upon consultation with the faculty and Staff will periodically review, assess, revise (as needed) and implement the school-wide discipline policies. Components of the BEST Program will be implemented all throughout the school year.
4. The Nutrition Education Project will be in full implementation with school-wide activities to promote health and safety all throughout the school year.

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

Objective 1: Attendance to regularly scheduled parent teacher conference will be at or above 90%.

Objective 2: The number of active core of parents and community members (PTA / PTO) organized to provide support to the school will increase to at least fifty.

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

1. Incentives will be provided to parents who regularly participate in school events.
2. Parent events (workshops, computer training, literacy / Math / Nutrition nights) will be scheduled to provide parents and community members more opportunities to be more involved in the school.
3. Regular communication such weekly newsletters (translated in Spanish and Filipino) and electronic school news will be sent to all parents to keep them informed of school events and important announcements.
4. Teachers and staff members will conduct home visits to get parents and guardians more involved in their children's education.

Action Plan

GOAL #1 Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Student groups participating in this goal: All students

Performance gains expected for these students: 10% more Latino and EL students will score proficient or above in CST ELA and benchmark or above in the Reading First Assessment. 10% more Latino and EL students will score at proficient and above in the CST Math.

Means of evaluating progress toward this goal: CST ELA and Math and Reading First End-of-Theme assessments, CELDT, LALAR

Group data needed to measure academic gains: CST scores for Latinos and EL students, API, AYP

Objective 1: By the end of SY 2007 – 2008, the percentage of Latinos and EL students scoring at proficient or above in the California Standards Test in both English Language Arts and in the Reading First End-of-Theme assessments in Reading comprehension and writing and in Mathematics will increase by at least 10%.

Objective 2: By the end of SY 2007 – 2008, fifty percent of Latino and EL students who scored FBB will score BB, fifty percent of those who scored BB will score B and fifty percent of those who scored basic will score proficient in the CST in both ELA and Math.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of standards-based instruction to content standards</p> <p>Using the CST, SCOE, CELDT, LALAR, the Principal, Assistant Principal (AP), and Instructional Reform Facilitator (IRF) will assist teachers in identifying and addressing the needs of our underperforming students. At least four focal students (EL, Latino and AA) each classroom will be monitored closely by team (Principal, AP, IRF, RF Coach and teachers) to ensure that appropriate intervention gets provided and academic progress is ensured.</p>	Principal, AP, IRF, RF Coach, all teachers	August 2007- June 2008	Salaries \$1,914,509 Benefits 699,389	WSF 0000 SWP 30500 SIP 73950 LEP 70910 Consent 73940

<p>The Literacy Specialist will work with underperforming student (students scoring at basic or below in the CST and/or below benchmark in the SCOE) in addressing their literacy skill deficiency areas.</p> <p>The Literacy Specialist will coordinate the fourth and fifth grade ELA intervention program. He/She will provide identified fourth and fifth graders literacy instruction support.</p> <p>All under-performing Latino and EL students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction throughout the day.</p> <p>All English learners (ELs) will be provided with at least thirty minutes of English language development (ELD) instruction daily that is based on ELD standards and appropriate for their identified levels of language proficiency. The IRF will provide support to teachers in their ELD instruction.</p> <p>All underperforming middle school students will participate in an intervention program that will address reading comprehension and writing skills.</p>	<p>Literacy Specialist All Teachers</p> <p>Literacy Specialist Fourth and Fifth Grade Teachers</p> <p>All Teachers</p> <p>All Teachers IRF</p> <p>Middle School Intervention Teacher</p>	<p>August 2007- June 2008</p> <p>August 2007- June 2008</p> <p>August 2007- June 2008</p> <p>August 2007- June 2008</p> <p>August 2007- June 2008</p>	<p>Salaries Benefits</p> <p>Supplies 6,422 Other Supplies 26,099</p>	<p>WSF SWP WSF Sped Consent Decree Title I SWP LEP</p>
<p>1.2 Improvement of research-based instructional strategies and materials</p> <p>With the support from the Offices of Multilingual Department and Teaching and Learning, all Spanish Bilingual and Filipino Bilingual teachers will periodically meet to assess the program offering and collaboratively identify and address program need areas.</p> <p>All Spanish Bilingual classes will follow the Bilingual Biliteracy Guide (BBG) in creating and implementing their class schedule.</p>	<p>Principal, AP, IRF, Bilingual Teachers, Support Divisions</p> <p>Spanish Bilingual Teachers</p>	<p>August 2007- June 2008</p> <p>August 2007- June 2008</p>	<p>Substitute Days \$3,000 Extended Hours 2,826 Stipends 7,000</p>	<p>SWP</p>

<p>The Filipino Bilingual Program teachers will reconfigure literacy instructional block to provide more time for primary language instruction.</p>	<p>Principal, AP, IRF, Filipino Bilingual Teachers</p>	<p>August 2007- June 2008</p>		
<p>1.3 Extended learning time/increased educational opportunity</p> <p>Underperforming students, especially the Latino and EL populations, will be have priority for after-school program placements (YMCA and FEC Galing Bata). They will participate in the academic support program that reinforces identified skill deficiency areas.</p> <p>The Paraprofessional will work closely with Literacy Specialist and the teachers in providing the Latino and EL students more individualized educational opportunities. The paraprofessional will work with the Spanish Bilingual teachers in addressing the needs of their underperforming students.</p>	<p>Principal, AP, Teachers, YMCA / FECStaff</p> <p>Paraprofessional Literacy Specialist, Bilingual Teachers</p>	<p>August 2007- June 2008</p> <p>August 2007- June 2008</p>	<p>Salaries Benefits</p>	
<p>1.4 Staff development and professional collaboration</p> <p>All teachers will receive ongoing training on differentiated instruction and student engagement.</p> <p>The Leadership Team (Principal, AP, Elementary Advisor, grade level chairpersons) will meet at least once a month to discuss how our academic programming is impacting our students. All teachers will be provided opportunities to provide input before academic programming decisions are made.</p> <p>There will be two Reading First meetings (on non-staff meeting Mondays) held for in-services and grade level collaboration.</p> <p>One of two monthly faculty meetings will be used for grade level collaboration focusing on improving Math instruction.</p>	<p>Principal, AP, IRF, All Teachers</p> <p>Leadership Team</p> <p>RF Coach, Teachers</p> <p>Principal, AP, IRF, Teachers</p>	<p>August 2007- June 2008</p> <p>August 2007- June 2008</p> <p>August 2007- June 2008</p> <p>August 2007- June 2008</p>	<p>Substitute Days \$3,000 Extended Hours 2,826 Stipends 7,000</p>	<p>SWP</p>

<p>1.5 Involvement of staff, parents and community</p> <p>Reading First report cards will be given to parents along with the report card issued by the teacher at the end of second quarter.</p> <p>Teachers will work closely with parents in providing them strategies to support learning of our underperforming students.</p> <p>The Literacy Specialist will conduct a Parents' Meeting at least four times next school year in order to provide parents strategies to support students receiving literacy intervention services.</p> <p>Math and Literacy Nights will be scheduled to provide parents and community members opportunities to better understand our curricular programs while providing them strategies and tips in helping their children succeed in school.</p> <p>Our school volunteers including Morrison and Foerster will work with teachers in addressing the needs of EL and Latino students.</p>	<p>RF Coach, Teachers</p> <p>Teachers</p> <p>Literacy Specialist</p> <p>Principal, AP, IRF, Teachers, Parents, Community members</p> <p>MoFo Volunteers, Teachers</p>	<p>End of second and third quarter</p> <p>August 2007- June 2008</p> <p>Once each quarter</p> <p>September 2007 – June 2008</p>	<p>Supplies</p> <p>Supplies</p>	<p>Parent Involvement Grant</p> <p>Parent Involvement Grant</p>
<p>1.6 Non-academic support services (auxiliary services) for students and parents</p> <p>The Parent Newsletter will contain tips to help parents assist their children to be successful in school.</p> <p>The Principal, AP, Elementary Advisor and Learning Support Consultant, as determined in the Student Success Team meetings, will provide assistance to families in identifying resources that would help students perform better at school.</p> <p>Parent workshops will be conducted to help parents in assisting their children with the school work.</p>	<p>Principal, AP, Parents</p> <p>Principal, Elementary Advisor, Learning Support Consultant</p> <p>Principal, Parent Leadership Group</p>	<p>September 2007- June 2008</p> <p>August 2007- June 2008</p>	<p>Supplies Postage</p>	<p>Parent Involvement Grant</p>

<p>1.7 Monitoring program implementation and results</p> <p>The Principal and AP will regularly conduct classroom visits to monitor support services provided to underperforming students specifically the Latino and EL student populations.</p> <p>The Principal, AP, IRF, Literacy Specialist teachers will monitor the progress of under-performing students in the Reading First and District-endorsed Math Assessments.</p> <p>The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines.</p> <p>CELDT, LALAR, and other assessment results will be used to provide students appropriate instruction which includes usage of SDAIE strategies and native language instruction when possible.</p>	<p>Principal, AP, IRF</p> <p>Principal, Teachers IRF, RF Coach, Literacy Specialist</p> <p>RSP, Teachers and Staff</p> <p>All Teachers</p>	<p>August 2007- June 2008</p> <p>August 2007- June 2008</p> <p>August 2007- June 2008</p> <p>August 2007- June 2008</p>		

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.

Student groups participating in this goal: ALL

Performance gains expected for these students: 10% more EL students will score at Proficient or above in the CST ELA and Math and 10% more students will score at benchmark or above in the Reading First Reading Comprehension and Writing assessment.

Means of evaluating progress toward this goal: CST ELA and Math, Reading First Assessments, CELDT, LALAR

Group data needed to measure academic gains: Grade Level / school-wide achievement data, CST, API, AYP

Objective 1: By the end of school year 2007 – 2008, the percentage of all students, including EL, SPED, and GATE students, scoring at Proficient or above in the California Standards Test in English Language Arts and Mathematics will increase by 10%.

Objective 2: By February, 2008, the percentage of students, including EL, SPED, and GATE students scoring at benchmark or above in the end-of-theme Reading First assessment in Reading Comprehension and Writing will increase by 10%.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>2.1 Alignment of instruction with content standards</p> <p>Teachers will use grade level team meetings to align instruction with content standards while identifying and focusing on specific strategies to address the needs of our EL, GATE and SPED students.</p> <p>Students will be grouped by CELDT levels and will be provided level appropriate lessons using the RIGBY ELD series during the designated thirty-minute ELD time everyday. Teachers will work collaboratively in providing students leveled ELD instruction.</p> <p>Class SSTs will be conducted in October and February to identify and deliver appropriate interventions to address needs of students.</p>	<p>Principal, AP, IRF, All Teachers</p> <p>All Teachers</p> <p>Care Team All Teachers</p> <p>GATE Coordinator</p>	<p>August 2007-June 2008</p> <p>October, 2007 and February, 2008</p>	<p>Salaries Benefits</p> <p>Instructional Supplies</p>	<p>WSF, SI, LEP, SWP, Consent Decree</p>

<p>All GATE and high potential students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum throughout the day.</p> <p>IEPs will be written and aligned to state core content standards and reflect student's present levels of performance.</p>	<p>All teachers</p> <p>Principal, AP, RSP, Teachers</p>	<p>August, 2007 – June, 2008</p> <p>August, 2007 – June, 2008</p>	<p>Supplies</p>	<p>WSF Sped</p>
<p>2.2 Improvement of instructional strategies and materials</p> <p>All students with disabilities will have core curriculum materials and appropriate supplemental materials. WSF funds will be utilized to purchase supplemental materials.</p> <p>Teachers, Literacy Specialist, IRF, paraprofessional and volunteers will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all GATE and High Potential students, as well as SPED and under-performing students, so they can have full access to the core curriculum.</p> <p>Houghton Mifflin and Harcourt Brace supplemental materials will used during universal access period to address needs of the GATE, SPED, EL students.</p>	<p>Principal All Teachers and Staff</p> <p>Teachers, Paraprofessionals, Volunteers</p> <p>Principal Teachers</p>	<p>August 2007-June 2008</p> <p>August 2007-June 2008</p>	<p>Instructional Supplies</p> <p>Supplies</p>	<p>WSF Consent Decree</p>
<p>2.3 Extended learning time/increased educational opportunity</p> <p>Additional services as identified in the SST meetings will be provided to students to help them succeed in school including after-school program placement and after-school services as identified by SST Committee.</p>	<p>Community-based service providers</p>	<p>August 2007- June 2008</p>		

<p>The Principal, AP, Elementary Advisor and Learning Support Consultant will work with the teachers and staff in creating and implementing plans to better address the social, emotional and academic needs of students.</p> <p>Based on assessments, all GATE students will receive appropriate access to the core curriculum and extensions beyond, in depth, complex, and accelerated assignments that differentiate instruction throughout the day.</p>	<p>Principal, Elementary Advisor, LSC</p> <p>GATE Coordinator, Teachers of GATE students</p>	<p>August 2007- June 2008</p> <p>August 2007- June 2008</p>		
<p>2.4 Staff development and professional collaboration</p> <p>The GATE coordinator will work closely with teachers of GATE students in identifying GATE students and providing them differentiated instruction and challenging curriculum.</p> <p>The RSP teacher, Speech and Language Specialist, SPED Content Specialist will assist the staff in providing students with educational, social and emotional skills that are needed to be successful in school.</p> <p>In-service training on research-based strategies on English Language Development will be provided to assist teachers in the consistent school-wide implementation of the Rigby ELD Program.</p> <p>10% of Title I funds will be used for a continuous staff development on effective methods and instructional strategies that are based on scientifically-based research to strengthen the core program, increase the quality of learning time, and address the needs of low-achieving children and those at risk of not meeting the State Student Achievement Standards. The PD focus for this year remains to be the effective implementation of the HM with emphasis on teaching reading comprehension and writing skills, differentiated instruction and ELD strategies.</p>	<p>GATE Coordinator Teachers</p> <p>RSP Staff</p> <p>Principal, AP, IRF, Multilingual Office</p> <p>Principal, AP, IRF Teachers, Staff</p>	<p>August 2007- June 2008</p> <p>August 2007- June 2008</p> <p>August 2007- June 2008</p>	<p>Substitute Days Extended Days Stipends</p>	<p>SWP</p>

<p>2.5 Involvement of staff, parents and community</p> <p>Community-based partners (i.e. community and parent volunteers) will proactively participate in SST identified programs / interventions to address academic needs of specific students.</p> <p>Parents of GATE, EL, SPED students will be provided training opportunities on helping their children to succeed in schools.</p>	<p>Principal, AP, Teachers, Staff Community-based partners</p> <p>GATE Coordinator /Staff Parents</p>	<p>August 2007-June 2008</p> <p>August 2007-June 2008</p>		
<p>2.6 Monitoring program implementation and results</p> <p>The GATE coordinator and the GATE Parent Representative will help monitor the GATE Program in all its aspects. They will ensure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day.</p> <p>The CELDT, LALAR, and other assessment results will be used to identify appropriate instructional strategies for our EL students..</p> <p>Regular principal walk-throughs, classroom observations, lesson plan review will take place regularly to ensure implementation of programs.</p>	<p>Principal, AP, RF Coach</p> <p>Principal, AP, IRF, Staff</p> <p>Principal, AP, IRF</p>	<p>August 2007-June 2008</p> <p>August 2007-June 2008</p> <p>August 2007-June 2008</p>		

GOAL #3 Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Student groups participating in this goal: All students

Performance gains expected for these students: 10% more students will score at Proficient or above in the CST ELA and Math and 10% more students will score at benchmark or above in the Reading First Reading Comprehension and Writing assessment.

Means of evaluating progress toward this goal: CST ELA and Math, Reading First Assessments, CELDT, LALAR

Group data needed to measure academic gains: Grade Level / school-wide achievement data

- Objective 1:** By the end of school year 2007-2008, the percentage of students scoring at Proficient or above in English Language Arts the California Standards Test and Mathematics will increase by 10%.
- Objective 2:** By the end of school year 2007-2008, the percentage of students scoring at or above benchmark in the Reading First SCOE writing assessments will increase by 15%

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>3.1 Alignment of instruction with content standards</p> <p>All teachers will use the California content and performance standards-aligned Houghton Mifflin Reading Program and implement the Reading First Program components consistently in their classrooms.</p> <p>All teachers will use the Writing Plan, provided by the Office of Teaching and Learning, as a way to guide their instruction.</p> <p>All teachers will implement district-endorsed Mathematics pacing guide and assessments.</p>	<p>Principal, AP, IRF, Teachers, Reading First Coach, Literacy Specialist</p> <p>Principal, AP, IRF, Teachers, Reading First Coach</p>	<p>August 2007-June 2008</p> <p>August 2007-June 2008</p>		

<p>Math In-service will take place at least once each semester in effectively using the Math Oars to improve delivery of Math instruction.</p> <p>Professional development will focus on effective strategies in teaching reading comprehension.</p> <p>All teachers, including Special Education teachers, will complete the AB466 summer institute</p> <p>Teachers will collaborate during planning time to ensure alignment of instruction to content standards and to review student work. Thirty minutes of the bi-weekly staff meeting will be dedicated to grade level collaboration / planning.</p>	<p>Principal, AP, Teachers, IRF, Math Content Specialist</p> <p>Principal, AP, IRF, RF Coach, Teachers</p> <p>IRF, Grade Level Chairs, All teachers</p>			
<p>3.4 Involvement of staff, parents and community</p> <p>Reading First / Literacy and Math workshops will be conducted for parents at least twice a year.</p> <p>SCOE data will be shared with parents as part of parent-teacher conferences.</p> <p>All classes will work with SPARKS, staffed by the YMCA After School Program, to work directly with teachers and students to provide Physical Education.</p> <p>3.5 Monitoring program implementation and results</p> <p>Teachers will meet in grade level teams to review assessment results and student work samples to determine mastery of standards and create instructional plan to address the needs of every student in the areas of Literacy and Mathematics.</p>	<p>Principal, AP, IRF, Teachers, RF Coach</p> <p>Reading First Coach, Teachers</p> <p>Principal, AP, IRF, Teachers</p> <p>Principal, AP</p>	<p>August 2007- June 2008</p> <p>August 2007- June 2008</p>	<p>Supplies</p>	<p>Parent Involvement Grant</p>

The principal will conduct classroom visitation and periodic lesson plan review to monitor Reading First implementation, and usage of Math pacing guide.				
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GOAL #4 School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

Student groups participating in this goal: All students

Performance gains expected for these students: 10% decrease in number of discipline referrals and attendance rate

Means of evaluating progress toward this goal: Number of discipline referrals and attendance rate

Group data needed to measure academic gains: school-wide

Objective 1: Discipline referrals will decrease by 10% at the end of school year 2007 – 2008.

Objective 2: Daily attendance rate will increase to 95% at the end of school year 2007 – 2008.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety</p> <p>The faculty and staff will continue to use the progressive discipline policy and the Positive Behavior Support Program currently in place at our school.</p> <p>Recognition will be given to deserving students and parents for achievement in academics and co-curricular activities, including perfect attendance.</p> <p>The student council in the elementary school (middle school SC is existing) will be formed whose primary task is to plan and spearhead school-wide activities, such as Spirit Days and school-wide events that will involve participation of all students and community members.</p> <p>The SART and CARE Team will continue to implement and monitor our attendance policies to enforce stricter consequences for students who are habitually tardy and truant</p>	<p>Administrators, Discipline Committee, Teachers</p> <p>Administrators, Teachers, Staff</p> <p>Administrators, Student Council</p> <p>Administrators, SART, CARE Team</p>	<p>August 2007-June 2008</p>		

<p>aligning to district-wide attendance policies.</p> <p>The Emergency Management Team will meet to review and update school-wide emergency / crisis management procedures.</p> <p>Community-wide events, in coordination with the Parent Teacher Association and Parent Leadership Team, will be celebrated to foster increased community involvement and improved school climate at least once a quarter.</p> <p>We will research and launch a school-wide community building program (such as Tribes).</p> <p>Classroom teachers, in collaboration with the CARE Team, will create individual behavior plans including focus behaviors, consequences, and incentives</p> <p>The SST coordinator, along with the CARE Team, will organize weekly SST meetings to support identified at-risk students</p> <p>All students will receive a minimum of 20 health education lessons annually</p>	<p>PTA, Parent Leadership Team</p> <p>Administrators, CARE Team</p> <p>SART Team Student Advisor Nutritionist</p> <p>CARE Team, Teachers SST Coordinator, CARE Team</p> <p>Health Advocate, Teachers</p>			
<p>4.2 Staff development and professional collaboration</p> <p>The Nutrition coordinator and Health Advocate will lead discussions and facilitate professional development opportunities for teachers and staff on improving safety and school climate.</p> <p>The Discipline Committee will hold open meetings every other month on improving our Positive Behavior Support Program.</p>	<p>Principal, Teachers, Nutrition Coordinator, Health Advocate</p> <p>Administrators, Discipline Committee</p>	<p>August 2007-June 2008</p>		

<p>pertain to the overall operations of the school.</p> <p>A Parent Leadership Committee (drawing representations from the all grade levels) will be created to meet regularly, make recommendations and spearhead activities (i.e. parent workshops) to foster increased parent involvement.</p>				
<p>5.2 Ongoing communication with parents</p> <p>Teachers and staff members will conduct home visits to get parents more engaged and involved in their children's education. At least five families will be targeted each grade level.</p> <p>A weekly newsletter translated in Spanish and Filipino will be sent to parents to keep them informed of school events and activities.</p> <p>An e-group will be established for those parents who have e-mail access. Regular communication will likewise be sent electronically.</p> <p>There will be a monthly Coffee with the Principal in the Parent / Community Room to provide parents the opportunity to meet and discuss issues on a regular basis.</p>	<p>Principal Parent Involvement Committee</p> <p>Principal</p>	<p>August 2006- June 2007</p>		
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <p>EL, EDY, Special Education and GATE parent representatives will be identified to ensure participation and involvement of parents in the various school activities and events.</p> <p>Progress reports will be sent out to parents of students with disabilities (Attachment G).</p>	<p>Principal GATE Coordinator RSP</p>	<p>August 2006- June 2007</p>		

<p>5.4 Providing education opportunities for parents</p> <p>Workshops will be offered and conducted for all parents and guardians on assisting their children to succeed in schools at least once a quarter.</p> <p>Computer training will be offered and conducted for all parents and guardians one Saturday each quarter.</p> <p>The Health Nutrition Coordinator will regularly conduct parent education opportunities that pertain to health and safety.</p>	<p>Principal Teachers</p>	<p>August 2006- June 2007</p>		
<p>5.5 Involvement of community partners</p> <p>Community-based partners will continue to support the school in pursuing improved student achievement as classroom support volunteers, role models, discussion facilitators.</p> <p>Community-based partners, in collaboration with the administration and PTA/PTO will spearhead efforts to generate funds for school programs (i.e. computer literacy and funding library coordinator)</p>	<p>Principal Community- Based Partners</p>	<p>August 2006- June 2007</p>		
<p>5.6 Monitoring program implementation and results</p> <p>Attendance records on Parent Teacher conferences will be reviewed at the beginning of second and fourth quarters.</p> <p>Parent Involvement Committee will keep records of parent involvement and report parent and community participation after every event in the PTA meetings.</p>	<p>Principal Parent Involvement Committee</p>	<p>End of First and Third Quarters</p> <p>August, 2006 – June, 2007</p>		

SCHOOL SITE COUNCIL MEMBERSHIP

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Jeffrey T. Burgos		X					
Elvira Ebaló			X				
Rosario Martínez			X				
Elzaida Alcaide			X				
Ana Leyva			X				
Nellie Carillo				X			
Helen Jung					X		
Salvador Bajada					X		
Tammy Villegas					X		
Analyn Molina					X		
Glen Andag					X		
Martha Cortes (Alternate)					X		
Numbers of members of each category		1	4	1	6		

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

ENGLISH LANGUAGE ADVISORY COUNCIL MEMBERSHIP

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Jeffrey T. Burgos		X						
Tammy Villegas					X			
Catalina Roca					X			
Martha Cortes					X			
Nellie Carillo				X				
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 MEMBERSHIP

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

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 was 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: February 13 , 2007
 - B. One meeting to present plan upon its completion.
DATE: March 6, 2007
7. This school plan was adopted by the school site council on: March 8, 2007.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

<u>Jeffrey T. Burgos</u>	_____	<u>March 16, 2007</u>
Typed name of school principal	Signature of school principal	Date
 <u>Helen Jung</u>	 _____	 <u>March 16, 2007</u>
Typed name of SSC Chairperson	Signature of SSC chairperson	Date