

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

BRET HARTE ELEMENTARY SCHOOL

6 0 4 0 7 6 0
CDS Code

April 13, 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.

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:
Bret Harte Elementary School's focus is to improve the academic achievement of all students. All students have access to instructional programs, materials and resources that are aligned with California Content and Performance Standards. The programs used for instruction are supplemented with materials and best practices which have been validated by research to promote student achievement. All school staff participate in professional development to ensure the alignment of content standards with the core curriculum and core instructional materials.

2. Availability of standards-based instructional materials appropriate to all student groups:
Bret Harte classrooms utilize standards based core curriculum in all academic areas. Instructional minutes for language arts have been expanded at all grade levels in order to provide universal access to the core curriculum and maximize learning for all students. The model for special education services has been expanded to include service delivery within the general education setting, and the use of the core curriculum in the resource specialist program. In addition to district approved and adopted core curriculum materials used for universal access in both language arts and mathematics, support instruction for ELL, GATE, SPED and EDY students are utilized as well as extended learning opportunities to support their particular learning styles/challenges.

3. Alignment of staff development to standards, assessed student performance and professional needs:
All staff at Bret Harte Elementary School participate in a minimum of 30 hours of site-based professional development including the initial analysis of student performance data, weekly grade level meetings, monthly examination of best instructional practices and on-going training devoted to the modification and improvement of instructional strategies/materials to reach all learners.

4. Services provided by the regular program to enable under-performing students to meet standards:
Through Bret Harte Elementary School staff early intervention and identification, underperforming students' needs are assessed and appropriate supports are coordinated. These supports include extended learning opportunities, community-based organizations and mental health services, School Health Programs collaboration, and site-based counselors and advisor. In addition, the Student Success Team (SST) uses the Menu of Interventions to document and provide assistance to underperforming students.

Instructional aides also provide supplementary academic support to identified students both individually and in small group settings under the direction of classroom teachers.

5. Services provided by categorical funds to enable under-performing students to meet standards:
Bret Harte Elementary School provides supplemental personnel as well as coordination of resource materials and programs to underperforming students. Categorical funds are utilized to purchase additional support materials to enable underperforming students to access the core curriculum. Categorical funds are also utilized to support the instructional aid positions responsible for aiding classroom teachers in the improvement of student achievement by providing instructional support. Teachers modify instructional practices to enable EDY students to meet standards in Core Curricular subjects. Strategies such as scaffolding, differentiated instruction, and Universal Access are also utilized.

Consent Decree funds contribute to the Elementary Advisor position whose responsibilities include coordinating the SST and acquisition of outside community services for underperforming students and their families.

Special Education students have an Individualized Education Plan (IEP) developed by school site personnel and parents/guardians. Students with IEPs and their families receive support through referrals to various community agencies. These students have access to materials and equipment to help them reach their fullest potential. Paraprofessionals assist special education students in accessing the core curriculum.

6. Use of state and local assessments to modify instruction and improve student achievement:
The staff and community at Bret Harte Elementary School analyze data from state and district assessments in an effort to ensure the quality of our instructional program. Assessments include, but are not limited to, Brigrance (K-1) California Standards Test, California Achievement Test 6, Sacramento County of Education language arts assessments, and SFUSD Mathematics Assessments. Teacher-created assessments and anecdotal records/observations also serve to assess and evaluate student academic progress. This analysis creates a well-planned, yet flexible instructional program to meet the ever-changing needs of our students.

7. Family, school, district and community resources available to assist these students:
The after school program provided by the Bayview Beacon offers students a variety of academic and enrichment activities designed to increase student learning. The Gifted and Talented Education program at Bret Harte Elementary School serves to meet the needs of 3rd-5th grade students who have been identified with advanced academic and/or artistic abilities. The program consists of clusters of identified students within the general education classrooms with special learning opportunities emphasizing higher level thinking skills and creativity. Students are pulled out of their regular instruction once a week for rigorous academic and enrichment experiences.

The Student Success Team (SST), Coordinated Services Team (CST) and School Attendance Review Team (SART) meet weekly to monitor students' academic progress, attendance, and social and emotional well-being. In collaboration with the Homeless Children's Network and Edgewood, Bret Harte Elementary School works to meet the mental health needs of students and their families.

School Site Council and English Language Advisory Committee meetings are held monthly to develop, review and assess the effectiveness of the school's improvement plan. Opportunities for community involvement and input include: the Parent-Principal Chat where parents are free to address their concerns about the school's programs, climate, etc., and grade-level parent meetings in which teachers review, with parents/guardians, grade-level standards. Families are also encouraged to participate in parent education workshops during Literacy and Math Nights as well as seminars conducted by San Francisco School Volunteers. In addition, parents receive monthly newsletters keeping them informed of their child's classroom activities, curriculum and learning goals and the use of effective strategies to increase their child's academic and social success.

8. School, district and community barriers to improvements in student achievement:
The lack of adequate resources to address the social/emotional needs of students is a barrier to improvements in students' academic achievement. In addition, teachers' need for continued support in the effective use of pedagogy that supports diverse learners including differentiation of instruction and the use of student achievement data has a tremendous effect on student learning.

Although parent involvement has improved significantly, it continues to remain an area of need. Moderate turn out for some school functions and many parent meetings challenge our efforts to foster a stronger home-school relationship and improve student performance.

9. Limitations of the current program to enable under-performing students to meet standards:
Although the school provides a safe community for students, the surrounding neighborhood has experienced a high rate of violence that, at many times, impacts our students and their families. In addition to mental health services, there continues to be a need to improve student attendance. Difficulty still remains in making parents/guardians aware of the importance of students attending school daily and on-time.

More professional development in reading/language arts and mathematics is needed in order to maintain full implementation of the current program. Teachers need to improve their use of Universal Access time in order to provide focused assistance to under-performing and high-achieving students.

SCHOOL ACCOUNTABILITY REPORT CARD HIGHLIGHTS

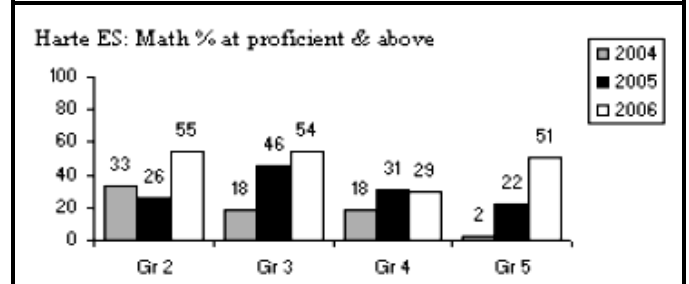
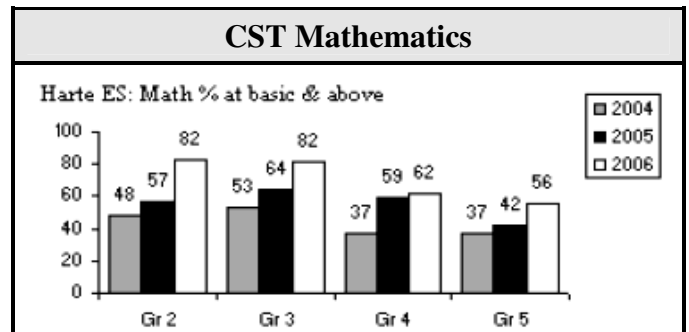
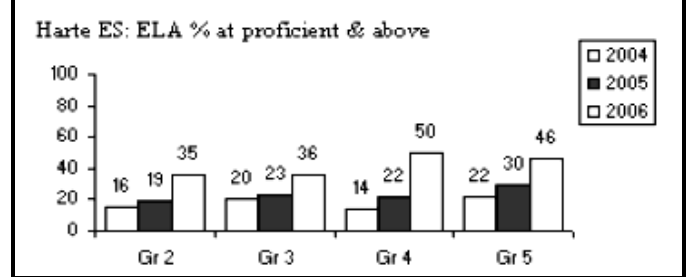
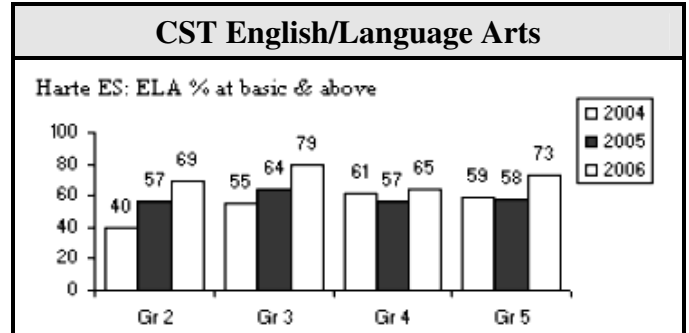
Academic Performance Index (API)				
API Data	02-03	03-04	04-05	05-06
API Base Score	607	628	620	648
Statewide Rank *	3	2	1	2
Similar Schools Rank *	6	5	4	3
Growth Target **	10	9	9	8
Percent Tested	100	99	100	100
Actual Growth	21	-11	28	84
API Growth Score	618	617	648	732

* These rankings are based on the previous year's data.

Federal Accountability: Adequate Yearly Progress (AYP)			
	2004	2005	2006
Met All AYP Criteria?	No	No	Yes

California Writing Standards Percent of students at a performance level of 4 or higher			
Grade	2004	2005	2006
04	65.5%	93.2%	90.6%

CAT 6 – 3 Year Trend						
Grade	Reading NPR			Math NPR		
	2004	2005	2006	2004	2005	2006
03	18	23	30	35	31	39



California Standards Test (CST) Comparisons									
Comparison of school to District and State for each grade level at percent students achieving at proficient or advanced level									
Grade	2006 ELA			2006 Mathematics			2006 Science		
	School	District	State	School	District	State	School	District	State
02	35%	49%	47%	55%	63%	59%			
03	36%	42%	37%	54%	65%	58%			
04	50%	55%	49%	29%	60%	54%			
05	46%	45%	43%	51%	51%	48%	12%	33%	32%

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: Analysis of disaggregated data found a significant increase in the percentage of targeted student groups performing at the level of proficient or above in English/Language Arts. The percentage of African American students performing at levels of proficient or above increased by 11%. The percentage of Latino and ELL students performing at the same levels increased by 29% and 28% respectively.

CST mathematics data also revealed increases in the percentage of targeted groups demonstrating a level of proficient or above with all groups experiencing a 17% increase.

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

Objective 1: Presently, 31% of African American students, 52% of Latino students, and 44% of ELL students are performing at levels of proficient or above on the CST in English/Language Arts. These numbers will increase to at least 41%, 55%, and 45% respectively.

Objective 2: Currently, 34% of African American students in grades second through fifth are performing at proficient or above on the CST in mathematics. Fifty seven percent of Latino students and 54% of ELL students are performing at the same levels. These numbers will increase to 44% for African American students and 60% for Latino and ELL students

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

1. School-wide implementation of the Reading First program will continue utilizing the ELL and Challenge Handbooks to address the academic needs of all students.
2. Teachers will utilize the direct instruction model, differentiation and student engagement and participation practices with a focus on moving EL, GATE, Special Education and EDY students to the Benchmark and Challenge levels on SCOE and district math assessments.
3. Spanish bilingual classes will utilize the Building Bi-literacy Guide and ELD classes will implement the On Our Way to English program for 30 minutes a day with ELL 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 RELATED TO GOAL 2: Analysis of California Standards Test (CST) data indicate that students performing at or above a level of proficient in English/Language Arts rose significantly over the past year. Students performing at this level increased from 24 to 41 percent. Grade-level data show increases at all levels with fourth grade demonstrating the most improvement, up from 22% to 50%. Both 2nd and 5th grades showed an increase of 16% of students at the level of proficient or above with third grade showing 13%.

The percent of students demonstrating proficiency in mathematics increased considerably school-wide from 30% to 48%. Grade-level data show significant increases at all levels except fourth grade which suffered a 2% decrease. Second and fifth grades demonstrated a 29% increase in the number of students performing at the levels of proficient or above. Third grade experienced an 8% increase.

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

Objective 1: Forty one percent of students demonstrated proficient or better in English/Language Arts as measured by the CST. This number will increase to at least 46% by the spring of 2007.

Objective 2: Forty eight percent of students demonstrated proficient or better in Mathematics as measured by the CST. This number will increase to at least 52% by the spring of 2007.

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

1. Targeted students scoring at the levels Basic and below on the CST will be provided with intervention services during after school hours and differentiated instruction using Houghton-Mifflin and Harcourt support materials with a focus on developing direct instruction, differentiated instruction and student engagement and participation during the school day.
 2. All staff will receive professional development in best instructional practices centered around direct instruction, differentiation and student engagement and participation to improve the achievement of student scoring below the level of Proficient on the CST in language arts and mathematics.
 3. Teachers will utilize pacing guides in language arts and mathematics and review assessment data presented on OARS to differentiate and align instructional practices to the needs of EDY, GATE, Sp. Ed and EL students.
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GOAL 3: INITIATIVES TO IMPROVE INSTRUCTION: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

DATA CONCLUSIONS RELATED TO GOAL 3: Analysis of California Standards Test (CST) data indicate that students performing at or above a level of proficient in English/Language Arts rose significantly over the past year. Students performing at this level increased from 24 to 41 percent. Grade-level data show increases at all levels with fourth grade demonstrating the most improvement, up from 22% to 50%. Both 2nd and 5th grades showed an increase of 16% of students at the level of proficient or above with third grade showing 13%.

The percent of students demonstrating proficiency in mathematics increased considerably school-wide from 30% to 48%. Grade-level data show significant increases at all levels except fourth grade which suffered a 2% decrease. Second and fifth grades demonstrated a 29% increase in the number of students performing at the levels of proficient or above. Third grade experienced an 8% increase.

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

Objective 1: Forty one percent of students demonstrated proficient or better in English/Language Arts as measured by the CST. This number will increase to at least 46% by the spring of 2007.

Objective 2: Forty eight percent of students demonstrated proficient or better in Mathematics as measured by the CST. This number will increase to at least 52% by the spring of 2007.

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

1. All staff will receive professional development in best instructional practices centered around direct instruction, differentiation and student engagement and participation to improve student achievement in language arts and mathematics.
 2. Teachers will analyze student language arts and mathematics assessments and other achievement data in weekly grade level meetings effectively planning instruction with a focus differentiating instruction and student engagement and participation.
 3. Students will participate in the districts reading/language arts and mathematics pacing and assessment programs. Assessment data will be entered on the OARS system and analyzed in grade level meetings.
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GOAL 4: SCHOOL CLIMATE: Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

DATA CONCLUSIONS RELATED TO GOAL 4: Looking at truancy trends as monitored by Pupil Services, attendance continues to be a concern for the school. During the 2005-2006 school year, the attendance rate at Bret Harte Elementary School was 96.2%.

There have been 57 behavioral office referrals from August to February, as documented by Office Referral Forms. This number is down from 93 in the 2005-2006 school year.

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

Objective 1: Currently, there were 57 referrals of students to the office for disciplinary reasons. This number will decrease by at least 7% as measured by Office Referral Forms during the period of August 2007 through February 2008.

Objective 2: The attendance rate for the 2005-2006 school year was 96.2%. By the end of the 2007-2008 school year, the rate will increase to 97%.

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

1. The school will implement Safety Patrol and Conflict Managers programs to give students responsibility and ownership for cultivating a positive learning environment.
2. The school will utilize the school-wide Positive Behavior Support model designed to help students develop social and communication skills, while creating a positive environment for learning and growth.
3. The Truancy Project will continue to target students who are consistently tardy and/or have unexcused absences as a part of the Attendance Monitoring Program. Students and their families will be offered services and assistance in an effort to increase student attendance.

GOAL 5: PARENT AND COMMUNITY INVOLVEMENT: 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 5: Parent Survey data indicate that 95% of families agree that Bret Harte Elementary School is providing a high-quality education to their children and agree that the school meets their child's educational needs. Ninety-two percent of parents/guardians agree that their children feel good about his/her ability to do their school work. Ninety-six percent of parents/guardians are satisfied with the school.

Survey data around home-school communication show that 95% of parents/guardians agree that Bret Harte School is effective in promoting home-school communication. Ninety-six percent of parents visited the school at least once during the school year and 90% of parents/guardians indicated that they have attended at least one school event (up from 87% in the previous school year). Records also show that attendance at parents meetings and school events average 22 and 62 attendees respectively as evidenced by sign-in sheets. Additionally, 91% of parents/guardians met with teachers during the fall parent-teacher conferences up from 86% in the previous year.

Volunteers play an important role at Bret Harte Elementary School. Teachers, the parent liaison and administrator encourage parents/guardians and other school volunteers to work in classrooms, participate in school-wide events, and help maintain a safe and rigorous learning school environment. Parents/guardians regularly volunteer in classrooms, during morning breakfast and lunch periods and chaperone field trips. Volunteer hours currently average 42 hours (from 29) per week as evidenced by the Volunteer Log.

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

Objective 1: Presently, 91% of parents/guardians attended parent-teacher conferences. This number will increase to 93% in the 2007-2008 school year.

Objective 2: Volunteer hours currently average 42 per week. This will increase to 50 hours per week in the 2007-2008 school year.

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

1. Teachers will utilize flexible scheduling during Parent-Teacher Conferences to include telephone conferences and home visits in an effort to foster more positive, meaningful interactions between parents and teachers help children succeed and reinforce the importance of education.
2. Bi-monthly workshops for parents/guardians will be provided on topics aimed to increase their capacity to monitor their child's progress. Topics will include *Creating a Home Environment That Promotes School Success, Holding An Effective Parent/Teacher Conference, California Content Standards as a Tool for Parents, Homework: A Family Affair* and other topics to be determined by parents/guardians.
3. The school's volunteer program will work with San Francisco School Volunteers to continue efforts to increase the involvement of parents/guardians in the school. The program will include community and teacher surveys, volunteer orientations, and rewards/incentives.

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: Thirty two percent of students will score proficient and above in ELA and Mathematics.

Means of evaluating *progress* toward this goal: California Standards Test data.

Group data needed to measure academic gains: School-wide CST data.

Objective #1

- Presently, 31% of African American students, 52% of Latino students, and 44% of ELL students are performing at levels of proficient or above on the CST in English/Language Arts. These numbers will increase to at least 41%, 55%, and 45% respectively.

Objective #2

- Currently, 34% of African American students in grades second through fifth are performing at proficient or above on the CST in mathematics. Fifty seven percent of Latino students and 54% of ELL students are performing at the same levels. These numbers will increase to 44% for African American students and 60% for Latino and ELL students.

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> <ul style="list-style-type: none"> • Increased time will be allowed for English/Language Arts instruction as reflected in the Reading First grant. 	Principal	August-June		
<ul style="list-style-type: none"> • Teachers will analyze California Standards Test data, CELDT, SCOE, LALAR, Brigance, and other measurements to determine individual and whole class learning needs and material selection and procurement on an ongoing basis throughout the year. 	Teachers, Principal, IRF, Reading First (RF) Coach	August – May		
<ul style="list-style-type: none"> • Teachers will analyze Reading First assessment results at least four times during the school year to determine individual, small group and whole class learning needs and appropriate instructional strategies. 	Teachers, Principal, IRF	October - May		
<ul style="list-style-type: none"> • Teachers in grades first through fifth will analyze Mathematics assessment results at least four times during the school year to determine individual, small group and whole class learning needs and appropriate instructional strategies. 	Teachers, Principal, IRF	October - May		

<ul style="list-style-type: none"> Teachers will identify and align specific grade-level content standards with classroom instruction, reflecting standards in weekly lesson planning that address gaps in student achievement. 	Teachers, Principal, IRF	August-June		
<ul style="list-style-type: none"> The GATE Coordinator will identify students for participation in the Gifted and Talented Education (GATE) program and provided appropriate lesson modifications to support their learning needs. 	GATE Coordinator	October	\$500	Consent Decree
<ul style="list-style-type: none"> All EL, Special Education and GATE students will be provided appropriate modified instruction in both language arts and mathematics aligned to the California Content Standards. 	Teachers, Principal, IRF	October-May		
<ul style="list-style-type: none"> English Learners will be provided with daily 30-minute English Language Development (ELD) instruction that is based on ELD standards and identified levels of language proficiency. 	Teachers, Principal, IRF	August-June		
<p>1.2 Improvement of research-based instructional strategies and materials</p> <ul style="list-style-type: none"> Teachers will participate in weekly grade-level meetings to collaboratively plan instruction, brainstorm ideas and share successful activities based on the analysis of assessments and student work samples. 	Teachers, Principal, IRF	August-May		
<ul style="list-style-type: none"> Targeted students scoring at the levels below benchmark on the SCOE assessments will be identified and provided with differentiated instruction using Houghton-Mifflin support materials with a focus on developing fluency, vocabulary and reading comprehension skills. 	Principal, IRF, Teacher	October-May		
<ul style="list-style-type: none"> Kindergarten students scoring at the levels below Basic on the Mid-year SCOE assessment will be provided with focused instruction in an effort to have at least 90% of students demonstrating proficiency by the End-of-Year assessment. 	Principal, IRF, Teacher	January-May		
<ul style="list-style-type: none"> Teachers will purchase supplemental materials to compliment the core curriculum supporting targeted students in an effort to meet grade level performance standards. 	Teachers, Principal	August-June		
<p>1.3 Extended learning time/increased educational opportunity</p> <ul style="list-style-type: none"> Students scoring at the levels Basic and below in English/Language Arts on the CST will be targeted to receive intensive reading intervention during after school hours. Individual student results from the SCOE assessments will be used to monitor student progress. 	Principal, IRF, ASP Coordinator, Tutors	October-May	\$44,000	SBCP Consent Decree

<ul style="list-style-type: none"> Students scoring at the levels Basic and below in Mathematics on the CST will be targeted to receive intensive reading intervention during after school hours. Individual student results from the district's mathematics assessments will be used to monitor student progress. 	Principal, IRF, ASP Coordinator	October-May		
<ul style="list-style-type: none"> A Technology Integration Teacher will provide students the opportunity to learn to use technology to enhance and support the core curriculum using the Technology Standards at least once a week. 	Principal, Tech. Integration Teacher	October-May	\$77,702	Consent Decree
<ul style="list-style-type: none"> One additional classroom teacher will be provided to reduce class size in all grades in an effort to afford students opportunities for individual and small group instruction aimed to improve academic achievement. 	Principal	August-June	\$77,702	Consent Decree
<ul style="list-style-type: none"> GATE students will be given extension activities in the core curriculum and additional opportunities to maximize their potential. 	GATE Coordinator	October-May		
<p>1.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> All staff will receive professional development in best instructional practices centered around direct instruction, differentiation and student engagement and participation to improve student achievement in language arts and mathematics. 	Principal, IRF	August-March		
<ul style="list-style-type: none"> Through the Reading First grant, teachers will be provided professional development during the summer to improve their implementation of the Houghton Mifflin Reading program. 	Reading First, Teachers	August		
<ul style="list-style-type: none"> All teachers will participate in sub release days that will focus on improving instructional strategies including differentiating instruction in an effort to meet individual student needs. 	Principal, IRF, Teachers, Reading First	October-March		
<ul style="list-style-type: none"> All teachers will use the <i>California Standards for the Teaching Profession</i> as a guide in formulating professional goals and improving teaching practice. Teachers will use the standards as a focus for reflection on teaching practices during monthly grade-level meetings or faculty meetings. 	Principal, Teachers	August-June		
<ul style="list-style-type: none"> All teachers will have available release time to visit other schools and classrooms within the school, and participate in a variety of professional development opportunities including conferences. Teachers will share their learning with the school community during regularly scheduled professional development faculty meetings. 	Principal	October-March	\$1,950	Title I

<ul style="list-style-type: none"> Teachers will be provided in-class coaching and lesson modeling on instructional strategies to meet the needs of targeted students. 	IRF, Reading First Coach	October-March		
<ul style="list-style-type: none"> Teachers of bilingual classes will meet once a month to implement and improve the bilingual program. This will include defining the amount of time and the content in which students are taught in their native language and in English, the alignment of the content with the CA standards, and the sharing of strategies that promote student learning. 	Teachers	September-May		
<ul style="list-style-type: none"> Paraprofessionals will be provided with professional development in best teaching practices for literacy and mathematics to enhance their effectiveness at teaching small groups of students in the school's Reading and Math Labs. 	IRF, Technology Integration Teacher	September, January, May	\$68,963	Title I Consent Decree WSF
<ul style="list-style-type: none"> At grade level meetings, teachers of ELD and bilingual students will collaborate to align Lectura and Houghton Mifflin curriculum and instruction. 				
<p>1.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> All communication and information disseminated to parents/guardians will be translated into the Spanish language. 	Principal, Secretary	August-June		
<ul style="list-style-type: none"> Parents will be kept informed of their child's progress through monthly progress reports that will include their child's current reading comprehension and mathematics levels as recorded on the Online Assessment and Reporting System (OARS). 	Teachers, IRF, Principal	September-May		
<ul style="list-style-type: none"> Bi-monthly workshops for parents/guardians and community members will be provided aimed to increase their capacity to monitor their child's progress and aid them in having a successful school experience as a part of the Bret Harte Parent University. 	Parent Liaison, Principal	October, December, February, April	\$1,500	Title I
<ul style="list-style-type: none"> Family Literacy Night will provide families with free books, materials and resources as well as workshops designed to create, foster and support a home-school connection in literacy. 	Literacy Committee, Parent Liaison	October	\$750	Title I
<ul style="list-style-type: none"> Family Math Night will provide parents/families with strategies and materials as well as workshops designed to create, foster and support a home-school connection in mathematics. 	Literacy Committee, Parent Liaison	October	\$750	Title I
<ul style="list-style-type: none"> Parents will be provided with technology/office skills training sessions at least two times a year as a part of the Bret Harte Parent University. 	Principal, IRF	October	\$1,000	Title I

<p>1.6 Non-academic support services (auxiliary services) for students and parents</p> <ul style="list-style-type: none"> A formal volunteer program will be created to increase the involvement of parents/guardians in the school. The program will include community and teacher surveys, volunteer orientations, and rewards/incentives. 	Parent Liaison	August-June	\$1,500	Title I
<ul style="list-style-type: none"> The school will host a health fair featuring community-based organizations offering free medical, dental and mental health services and information for families during May. 	Health Fair Committee	May	\$500	Title I
<ul style="list-style-type: none"> Students and families in need of academic, health and mental health services will receive referrals to the Student Success Team (SST) and community-based organizations. 	Principal & Elementary Advisor	September-June		
<ul style="list-style-type: none"> The district provided nurse and learning support consultant will be utilized to assist with the Student Success Team (SST) in an effort to better support students and their families. 	Principal	September-June		
<ul style="list-style-type: none"> The site nutrition coordinator will facilitate professional workshops for staff in addition to leading nutrition lessons in the classrooms. 	Principal	September-June		
<ul style="list-style-type: none"> Parents will receive informative pamphlets and booklets on educational and health issues. 	Principal & Instruction Reform Facilitator	November, March		
<p>1.7 Monitoring program implementation and results</p> <ul style="list-style-type: none"> Staff and parents will analyze a variety of student achievement data including CST, CELDT, SCOE and SFUSD Mathematics assessments as well as student writing samples to identify areas of need and to monitor program effectiveness. 	Principal, IRF, Teachers	August-May		
<ul style="list-style-type: none"> Teachers will utilize writing rubrics to score student writing and to monitor student progress in writing. 	Principal, IRF, Teachers	August-May		
<ul style="list-style-type: none"> Sign-in sheets and evaluations will be used to evaluate the success and effectiveness of the parent/community workshops and classes. 	Principal	September-May		
<ul style="list-style-type: none"> The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines. 	Principal, RSP, Speech Therapist	August-June		

<ul style="list-style-type: none">• CELDT, LALAR, and other assessment results will be used to inform instruction of bilingual and ELD students which includes SDAIE strategies and native language instruction when applicable.	Principal, IRF, Teachers	August-June		
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GOAL #2: Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Student groups participating in this goal: EDY, ELL, Special Education, GATE

Performance gains expected for these students: All student groups will meet API growth target.

Means of evaluating progress toward this goal: California Standards Test data, SCOE and SFUSD Math Assessments, writing rubric scores

Group data needed to measure academic gains: School-wide California Standards Test data

Objective #1

- Forty one percent of students demonstrated proficient or better in English/Language Arts as measured by the CST. This number will increase to at least 46% by the spring of 2007.

Objective #2

Forty eight percent of students demonstrated proficient or better in Mathematics as measured by the CST. This number will increase to at least 52% by the spring of 2007.

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> <ul style="list-style-type: none"> Teachers' lesson plans and instructional practices will reflect alignment with the California Content and Performance Standards and meet State guidelines for instructional time. 	Principal, Teachers	August-June		
<ul style="list-style-type: none"> Teachers will provide instructional modifications in core curriculum areas to address the learning needs of all students throughout the year. Teachers will use differentiated instructional strategies such as re-teaching, flexible grouping, and higher order thinking skills. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> All students will receive and use adopted instructional materials and have access to all core programs offered at the school. 	Principal	August-June		
<ul style="list-style-type: none"> Teachers will utilize the adopted science curriculum with a focus on vocabulary development, writing and comprehension. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> All teachers will meet in grade level teams, weekly, to align curriculum and instruction in order to maintain and support the consistency of rigor within grade-levels and set high expectations for all students. 	Principal, IRF, Teachers	August-June		

<ul style="list-style-type: none"> Teachers will fully implement the district-adopted English Language Development program. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> Teachers will use the content standards in core curriculum areas in short-term and long-term planning. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> The On Our Way to English ELD curriculum will be implemented, specifically in the K-2 bilingual classes. Staff will work with Multilingual Programs to develop a plan for ensuring that EL students within the general education program receive the required ELD instruction. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> IEPs will be written annually and aligned to state core content standards and reflect students' present levels of performance. 	Principal, RSP, Speech Therapist	August-June		
<ul style="list-style-type: none"> The Resource Specialist and Special Education Paraprofessional will work closely with classroom teachers to supplement the core program by providing specified individualized and small-group instruction. 	Principal, RSP	August-June	\$268	Weighted Student Formula
<ul style="list-style-type: none"> GATE and high-potential students will be clustered, using flexible grouping, in language arts and mathematics instruction. These students will be provided with challenging and appropriate opportunities to extend and enhance their learning in the core curriculum through special projects, independent study and other alternate assignments. 	Principal, GATE Coordinator	October-May		
<p>2.2 Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> Teachers will use technology, integrated in all curriculum areas, as a tool to enhance student achievement. 	Tech. Integration Teacher, Teachers	September-June		
<ul style="list-style-type: none"> Classes will utilize the Computer Lab as a resource to extend and enhance learning in all core curriculum areas. 	Tech. Integration Teacher, Teachers	September-May		
<ul style="list-style-type: none"> All students will engage in reading across the curriculum (with an emphasis on nonfiction), and daily use of classroom libraries. 	Teachers	August-June		
<ul style="list-style-type: none"> All Special Education students, with support provided by RSP teacher and paraprofessional, will participate in all core instruction and assignments and receive a combination of small group work and individual assistance within the class. 	Principal, RSP	August-June		

<ul style="list-style-type: none"> A visual arts teacher will be hired to expose students to a variety of visual arts activities designed to enhance academic achievement in core curriculum areas. 	Principal, Teachers	September-May	\$77,702	Consent Decree
<ul style="list-style-type: none"> Supplementary texts and materials will be used to enhance the core curriculum in all areas. 	Principal, IRF, Teachers	September-May	\$4,000	Title I SBCP
<p>2.3 Extended learning time/Increase educational opportunity</p> <ul style="list-style-type: none"> The Bayview Beacon program will target students scoring Basic and below on the CST and provide supplementary instruction in English/Language Arts and Mathematics. 	Principal, Tech. Integration Teacher, ASP Coordinator	September-June		
<ul style="list-style-type: none"> The enrichment component of the after school program will be available to all students and will work to support student academic achievement through the arts/sports including computer, arts & crafts, dance, gardening, theater and soccer. 	Principal, ASP Coordinator	September-May		
<ul style="list-style-type: none"> Based on assessments, all GATE students will receive appropriate access to the core curriculum and extensions beyond, in depth, complex, novel and accelerated assignments that differentiate instruction throughout the day. 	GATE Coordinator	October-May		
<p>2.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> All teachers will participate in focused professional development provided by under the Reading First grant to implement a standards-based language arts program. 	Principal, IRF, Teachers, Reading First	August-May		
<ul style="list-style-type: none"> All teachers will participate in weekly meetings to collaboratively assess student learning, share effective teaching/management strategies and to plan learning experiences for all students though an instructional program based on the content and performance standards in the core curriculum. 	Principal, IRF, Teachers	August-May		
<ul style="list-style-type: none"> All parent volunteers will be provided with professional development on effective instructional strategies (i.e. working with small groups) at the school site. 	Parent Liaison	August-May		
<p>2.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> Back-To-School Night will be used to communicate California Content Standards, the core curriculum and behavioral expectations to parents. Translation services will be provided as needed, 	Principal, IRF, Teachers	September		

<ul style="list-style-type: none"> The SSC will meet monthly to monitor the implementation of the school program. 	Principal	September-June	\$500	Title I
<ul style="list-style-type: none"> An increased effort will be made to increase parent volunteers and San Francisco School Volunteers in the classroom for individual and small group instruction as well as other classroom and school activities. 	Parent Liaison	August-June		
<p>2.6 Monitoring program implementation and results</p> <ul style="list-style-type: none"> Grade-level teams will meet weekly to analyze student assessment data and set monthly objectives/outcome targets based on content and performance standards to increase student achievement in core curriculum areas. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> Bilingual and ELD teachers will meet monthly to assess the attainment of content standards, issues related to assessing L1 learners, and professional development needs in delivering instruction. 	IRF, Teachers	August-May		
<ul style="list-style-type: none"> The Leadership Team will assist in monitoring and coordinating a cohesive school-wide program to ensure that students are accessing the core curriculum and well as programs offering enrichment activities. 	Leadership Team, Principal	September-May	\$1,000	Consent Decree
<ul style="list-style-type: none"> GATE Coordinator and Principal will help monitor the GATE program in all its aspects. They will work closely with the SSC and the principal to insure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day. 	Principal, GATE Coordinator	September-June		
<ul style="list-style-type: none"> Principal will observe classrooms throughout the year formally and informally. 	Principal	September-May		
<ul style="list-style-type: none"> The SST process will be used to monitor the progress of students identified as having academic, behavioral, attendance or health difficulties. 	Principal, Elementary Advisor	September-June		

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: The percentage of students demonstrating proficiency on the CST in English/Language Arts will increase by 10%. The percentage of students demonstrating proficiency in Mathematics will increase by 12%.

Means of evaluating progress toward this goal: SCOE and SFUSD Math Assessments, writing rubric scores

Group data needed to measure academic gains: School-wide California Standards Test data

Objective #1

- Forty one percent of students demonstrated proficient or better in English/Language Arts as measured by the CST. This number will increase to at least 46% by the spring of 2007.

Objective #2

- Forty eight percent of students demonstrated proficient or better in Mathematics as measured by the CST. This number will increase to at least 52% by the spring of 2007.

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> <ul style="list-style-type: none"> All teachers will fully implement the Houghton Mifflin Reading program using the Reading First assurances and the Harcourt Math programs and align instruction with the California Standards as reflected in daily lesson plans. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> Using the BlackBoard Configuration (BBC), teachers will set measurable objectives for each day's language arts and mathematics lesson that is aligned with California Content Standards. The BBC will also include a <i>Do Now</i>, <i>AIM</i> and <i>Homework</i>. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> Teachers will use a writing rubric to assess student writing samples every four to six weeks. Assessments will be used to inform instruction that is aligned with the California Writing Standards. 	Principal, IRF, Teachers	September-May		
<ul style="list-style-type: none"> Teachers will strengthen instructional strategies direct instruction, differentiation and student engagement and participation to improve student achievement in language arts and mathematics. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> Teachers will work to integrate technology into core curriculum areas to complement, supplement and enhance the learning of all students. 	Principal, IRF, Teachers	August-June		

<p>3.2 Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> The use of differentiated instruction including pre-teaching, re-teaching, flexible grouping, tiered questioning, and increased instructional time will be evident in lesson plans and during classroom observations. 	IRF, Teachers	September-June		
<ul style="list-style-type: none"> Writing instruction will be provided daily for at least 30 minutes aligned with the California Writing Standards. 	Principal, IRF, Teachers	September-May		
<ul style="list-style-type: none"> The Instructional Reform Facilitator will provide ongoing assistance to site staff through lesson video-taping, lesson demonstrations, observations, constructive feedback and coaching to ensure that all students have access to the core curriculum and their individual academic needs are being met. 	Principal, IRF	September-May		
<ul style="list-style-type: none"> A school-wide effort to improve student writing will include summary, narrative writing, response to literature. Grade-levels will focus on genres specified by the California Writing Standards. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> Writing rubrics and anchor papers will be used school-wide to score and improve student writing. Grade-level writing assessments will be given every six weeks. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> Three identified graphic organizers will be used school-wide to aid in the development of student writing proficiency. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> Interactive writing and editing will be used school-wide to improve student writing. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> Supplementary standards based test preparation materials will be purchased to support student achievement throughout the year. 	Principal, IRF	February-April		
<p>3.3 Staff development and professional collaboration</p> <ul style="list-style-type: none"> Teachers will have the opportunity to attend the 5-day AB466 advanced training for Houghton-Mifflin Reading as a part of the Reading First program. 	Teachers, Reading First	August		
<ul style="list-style-type: none"> The Instructional Reform Facilitator and Reading First Literacy Coach will support and model instructional strategies for accommodating diverse student learning styles within the regular classroom. 	IRF, Reading First, Principal	September-May		

<ul style="list-style-type: none"> Each grade-level team will identify a grade-level chair. Grade-level chairs will distribute information and collect feedback from team members as well as set meeting agendas and document action plans. 	Teachers	August-June	\$1,500	Weighted Student Formula
<ul style="list-style-type: none"> Teachers will discuss in grade level meetings best practices, including open-ended and independent research projects to further enhance the learning of GATE and high potential students. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> Teachers will plan relevant and meaningful field trips that will extend classroom learning. 	Principal, Teachers	September-June	\$5,000	SBCP
<ul style="list-style-type: none"> Teachers will attend at least one conference to remain current on the latest research and instructional practices. 	Principal, Teachers	September – February	\$3,000	SBCP
3.4 Involvement of staff, parents and community				
<ul style="list-style-type: none"> Conferences will be held with teachers, parents, tutors and other support staff informing parents of students’ progress. 	Teachers	November, March		
<ul style="list-style-type: none"> Student Success Team and Coordinated Service team will meet weekly to monitor the progress of identified students. 	Principal, Student Advisor	September-June		
<ul style="list-style-type: none"> Parents will participate in workshops that promote and support the students’ academic growth as a part of the Bret Harte Parent University. 	Principal, IRF, Teachers	September-May		
<ul style="list-style-type: none"> Teachers, Student Advisor and Parent Liaison will provide workshops for parents to help them assist children at home with: <i>Home Learning Packets, Time for Kids, Test Prep Materials</i>, thirty-minutes reading requirement reporting log, and other topics as needed. 	Parent Liaison, Student Advisor, Principal, IRF, Teachers	September-May		
3.5 Monitoring program implementation and results				
<ul style="list-style-type: none"> The Instructional Reform Facilitator will assist in assessing the effectiveness of all school programs and align them to support the school’s focus on teaching and learning and school-wide improvement efforts. The IRF will share leadership of the data analysis, development, implementation and monitoring of the school site plan as it relates to the STAR Schools Initiative. 	Principal, IRF	August-June		
<ul style="list-style-type: none"> The SSC will monitor the implementation and effectiveness of the academic program. 	Principal	September-June	\$600	Consent Decree

<ul style="list-style-type: none"> Scheduled monthly school-wide assessments in writing and mathematics will aid in monitoring the effectiveness of school programs. 	Principal, IRF, Teachers	August-May		
<ul style="list-style-type: none"> Student writing and other work samples will be reviewed weekly and instruction modified as needed. 	Principal, IRF, Teachers	September-May		
<ul style="list-style-type: none"> SST logs will be maintained and consistently reviewed. 	Elementary Advisor	August-June		
<ul style="list-style-type: none"> Parent/Guardian sign-in sheets and workshop evaluations will be used to monitor workshop effectiveness. 	Principal, Parent Liaison	September-June		

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

Objective #1

- Currently, there were 57 referrals of students to the office for disciplinary reasons. This number will decrease by at least 7% as measured by Office Referral Forms during the period of August 2007 through February 2008.

Objective #2

- The 2005-2006 attendance rate was 96.2%. By the end of the 2007-2008 school, the rate will increase to 97%.

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> <ul style="list-style-type: none"> The school will utilize the school-wide Positive Behavior Support model. School site staff will assist with the implementation of individual student behavior plans for students repeatedly referred to the office. 	Principal, Staff, SST Coordinator, CST Coordinator	August-June	\$5,000	Title I
<ul style="list-style-type: none"> There will be school-wide implementation of Safety Patrol and Conflict Managers with specific skills to be learned by students that aim to reduce aggression, induce more impulse control and empathy towards peers 	Principal, IRF, Student Advisor	September-May	\$1,000	Weighted Student Formula
<ul style="list-style-type: none"> All staff will spend the first three weeks of school modeling appropriate behaviors in various school settings (i.e. classroom, hallways, cafeteria, playground, etc.). 	Principal, Teachers, Staff	August-September		
<ul style="list-style-type: none"> An office referral process will be used to refer students to the office for behavioral issues. 	Principal, Staff	August-June		
<ul style="list-style-type: none"> All students will receive a minimum of 20 health education lessons with 3 lessons specifically addressing tobacco and drug prevention using the Actions for Health and Too Good for Drugs curriculum 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> A bulletin board of students awarded by staff for implementing the character trait being taught for the week as well as academic progress will be created. 	Principal, IRF, Teachers	September-June		

<ul style="list-style-type: none"> Sports 4 Kids will provide organized sports activities and games during recess, lunch recess and after school to promote inclusive participation and healthy opportunities for play that contribute to the school's learning environment. Fourth and fifth grade students will also be taught leadership and cooperative learning skills. 	Principal, Sports 4 Kids, Teachers	September-June	\$22,000	Title I
<ul style="list-style-type: none"> Student leadership activities including Student Council and the Service Club will develop leadership skills and enhance school pride and spirit. Activities will begin within the first month of school. 	Principal, IRF, Teachers	September-June		
<ul style="list-style-type: none"> Weekly recognition and an annual awards assembly will be held to acknowledge students for academic and social achievements. 	Principal, IRF, Teachers	August-June	\$1,000	SBCP
<ul style="list-style-type: none"> The Truancy Project will target students who are consistently tardy and/or have unexcused absences as a part of the Attendance Monitoring Program. Students and their families will be offer services and assistance in an effort to increase student attendance. 	Principal, Truancy Project	September-June		
<ul style="list-style-type: none"> Student Success Team and Coordinated Service Team will meet weekly to monitor student behavior and attendance. 	Student Advisor, Principal, LSC	September-June		
<ul style="list-style-type: none"> The on-site mental health counselor will work with groups of students to develop social skills and the ability to make appropriate choices. 	Principal, LSC	September-May		
<ul style="list-style-type: none"> All staff and parents will review the Safe School Plan, Emergency Plans and develop benchmarks to monitor the plan. 	Principal, Staff	September, January		
<p>4.2 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> The school's Safety Committee will meet quarterly to discuss school safety and identify plans to maintain a safe environment. 	Principal, Staff	August, January, March, June		
<ul style="list-style-type: none"> Staff will participate in professional development about student equity in order to increase their awareness of how they interact with students. 	Principal	August		
<ul style="list-style-type: none"> Staff will participate in on-site training to implement the school wide Emergency and Disaster Plans. 	Principal	August		
<ul style="list-style-type: none"> Sports 4 Kids will work with classroom teachers to facilitate physical education lessons. 	Principal, Sports 4 Kids, Teachers	September-June		

<p>4.3 Engagement of staff, parents, community:</p> <ul style="list-style-type: none"> District and School rules of conduct will be communicated to all students and their parents and followed consistently by all members of the school community throughout the year. 	Principal, Teachers	September		
<ul style="list-style-type: none"> Parents will be involved in the monitoring of the Positive Behavior Support Plan through an introductory meeting and bi-monthly meetings with the principal and other staff. 	Parent Liaison, Principal	September-May		
<ul style="list-style-type: none"> The school will make every effort to notify parents of positive student conduct through the monthly newsletters, progress reports and awards as a part of the school-wide Positive Behavior Support Plan. 	Principal, Teachers, Parent Liaison	September-May		
<ul style="list-style-type: none"> Parents will be involved in the planning of school-wide community building activities. 	Parent Liaison, Principal	September-May		
<ul style="list-style-type: none"> Staff and students will present violence prevention and positive behavior support programs such as Second Step and Conflict Managers, and the BH Anti-Slur Policy during SSC Meetings, Back-To-School Night, etc. 	Principal, IRF, Teachers	August-June		
<ul style="list-style-type: none"> School clean up and Garden Days will be organized twice a year. 	Garden Committee, Principal	March-April		
<ul style="list-style-type: none"> Students and staff will participate in School Spirit and Pride days at least four times during the school year. 	Principal, Student Council	September-June		
<ul style="list-style-type: none"> Teachers, the Parent Liaison and Elementary Advisor, Mental Health Counselor will maintain and foster relationships with families in need of support in improving their child's academic achievement and/or social behavior as a part of SST, CST and IEP meetings. 	Principal, Student Advisor, Parent Liaison, LSC	August-June		
<ul style="list-style-type: none"> Appropriate resources will be made available to assure translation and interpretation services for parents as needed. 	Principal	August-June		
<ul style="list-style-type: none"> The site nutrition coordinator will provide health and nutrition workshops to staff, students and families in an effort to promote healthy eating and exercise habits. 	Principal	August-June		
<ul style="list-style-type: none"> Staff will be encouraged to immediately report all crimes and unsafe conditions in or around the school grounds to the office. 	Principal	August-June		

<p>4.4 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> Security Aide will work 8 hours per day to ensure safety of school campus. Security aide will report directly to the principal. The Security Aide will ensure the safety of after school activities. 	Principal	August-June		
<ul style="list-style-type: none"> Students will participate in community, city, national, and agency efforts that promote safety, good health and well being of themselves and others, such as Jump Rope for Heart, Every Penny Counts, Bay View Unity Parade, etc. 	Principal, Student Advisor	August-June		
<ul style="list-style-type: none"> Community agencies will be utilized to provide social services for students and families in need. 	Principal, Student Advisor	August-June		
<ul style="list-style-type: none"> Staff, parents and community members will collaborate with community health and safety agencies to plan and implement a culminating Health/Science Fair for children, families and community that demonstrates a focus on good health/safety habits in the home, school, and community. 	Principal, Student Advisor, Parent Liaison	August-May		
<ul style="list-style-type: none"> A suggestion box will be created for parents and students to give the school ideas for creating a more positive learning environment. 	Principal	August-June		
<p>4.5 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> Data from incident reports, office referrals, suspension logs and the spring Parent Survey will monitor our improvement toward creating a positive school climate. 	Principal	August-June		
<ul style="list-style-type: none"> Sign-in sheets and evaluations will be used to evaluate the success and effectiveness of the parent/community events and school programs. 	Principal	September-May		
<ul style="list-style-type: none"> Semester monitoring checks will be done to ensure policies and procedures are in place, well known and implemented. 	Principal	August, January, June		
<ul style="list-style-type: none"> Principal will hold regular meetings with the security guard to review security measures and plan for future activities in an effort to ensure a safe learning/working environment. 	Principal	August, January, June		

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

Objective #1

- Presently, 91% of parents/guardians attended parent-teacher conferences. This number will increase to 93% in the 2007-2008 school year.

Objective #2

- Volunteer hours currently average 42 per week. This will increase to 50 hours per week in the 2007-2008 school year.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>5.1 Active parent involvement in decision making process</p> <ul style="list-style-type: none"> Parents and the community will participate in decision-making bodies, including the School Site Council, English Language Advisory Council to develop the school's Academic Plan and approve budget expenditures and school site sponsored events. 	Principal	September-June		
<ul style="list-style-type: none"> School Site Council, English Language Learners Advisory Committee and the School Advisory Committee meet monthly as stipulated by the school's By-laws. 	Principal	September-June		
<ul style="list-style-type: none"> The principal will be available bi-month for regularly scheduled informal meetings with parent/guardians and community members to answer questions, address concerns, and receive feedback regarding the school's programs. 	Principal, Parent Liaison	October, December, February, April		
<ul style="list-style-type: none"> The parent liaison will coordinate parent involvement activities. Parents will be encouraged to attend District as well as outside conferences of interest to them and their child/ren. 	Parent Liaison	August-May		
<ul style="list-style-type: none"> Parent feedback, satisfaction and concerns as it relates to parent workshops and their children's education will be sought during Parent-Principal Chats and through parent surveys. 	Principal, Parent Liaison	September-May		
<ul style="list-style-type: none"> GAC parent representative will be actively involved in the planning, implementing and monitoring of the GATE program. 	GATE Coordinator, Principal	September-May		
<ul style="list-style-type: none"> Teachers will utilize flexible scheduling during Parent Conferences to include phone conferences, and home visits to ensure more feedback on home-school compact and parent involvement policy. 	Principal, IRF, Teachers	November, March		

<p>5.2 Ongoing communication with parents:</p> <ul style="list-style-type: none"> A monthly newsletter, <i>BHES Home-School Connection</i>, will contain information about school programs, classroom activities and information regarding student home learning will be disseminated in English and Spanish. 	Principal	September-June		
<ul style="list-style-type: none"> Teachers will keep a Parent/Guardian contact logs to monitor daily communications with parents. 	Teachers	August-June		
<ul style="list-style-type: none"> Attendance phone calls will be made daily to monitor student absences and tardies. 	Truancy Project	August-June		
<ul style="list-style-type: none"> All teachers will participate in two events that encourage parental involvement in the Core Curriculum (i.e. Family Math Night, Family Literacy Night, Science and Technology Night and Read Aloud Days). 	Principal, Teachers	September-May		
<ul style="list-style-type: none"> A Parent Room will be available as a comfortable space for parents to review resources, attend workshops, and discuss relevant issues. 	Parent Liaison	August-June		
<ul style="list-style-type: none"> Each parent, student and staff will sign the home-school compact at the fall parent conference meeting. 	Principal, Teachers	September		
<ul style="list-style-type: none"> Parent/teacher conferences will be held semi-annually. Individual assessment results and interpretations will be shared with parents through report cards, conferences, and regular progress reports sent home by teachers. Translation services will be available. 	Teachers, Principal	November, March		
<ul style="list-style-type: none"> Bret Child Development Center families utilize existing activities and facilities, serving to foster articulation between programs. 	Principal	August-June		
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <ul style="list-style-type: none"> Activities such as, Family Literacy Night, ESL classes, and Family Recognition Night will provide other forums for parents to offer suggestions and learn about their child's progress and the school program in a smaller homogeneous setting. 	Principal, Parent Liaison	September-May		
<ul style="list-style-type: none"> At least one percent or \$628.00 of Title I funds will be used to increase parental involvement in accordance with section 1118. 	Principal	August-June	\$456	Title I
<ul style="list-style-type: none"> Parents of students with special needs will receive progress reports using attachment "G" as often as non-Special Education students. 	RSP, Teachers	August-June		

<ul style="list-style-type: none"> The Resource Specialist will comply with state and federal regulations to schedule and hold student IEPs. 	RSP, Principal	August-June		
<ul style="list-style-type: none"> Regularly scheduled SST meetings will be held to address the needs of all students including GATE, EDY, ELL, and Special Education students. 	Student Advisor, Principal	September-June		
<ul style="list-style-type: none"> All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. 	Parent Liaison	September-June		
<ul style="list-style-type: none"> Families with students performing at levels below Basic in English/Language Arts and Mathematics will be encouraged to work with their children at home on extended learning activities. 	Principal, Parent Liaison	August-June		
<ul style="list-style-type: none"> Translations and child care will be provided for all school functions and activities. This will encourage all families to participate in school activities. 	Principal, Parent Liaison	August-June		
5.4 Providing education opportunities for parents <ul style="list-style-type: none"> Parent Liaison will organize parent education and volunteer training classes four times a year. Multilingual programs provide additional support for parents learning English in sessions during the evening hours. 	Parent Liaison	September-May		
<ul style="list-style-type: none"> Multilingual programs provide additional support for parents learning English in sessions during the evening hours. 	Multilingual Department	September-May		
<ul style="list-style-type: none"> Parent Liaison and teachers will help to coordinate technology instruction for parents. 	Principal, Parent Liaison, Teachers	September-May		
5.5 Involvement of community partners <ul style="list-style-type: none"> Community clean up days and School Garden Days will be organized twice a year. 	Principal, Student Advisor	March-April		
<ul style="list-style-type: none"> The National Council of Negro Women will mentor third through fifth grade girls providing much needed social skills and academic support. 	Principal	August-June	\$5,000	Consent Decree
<ul style="list-style-type: none"> A collaborative relationship will continue to be fostered between the Elementary School and Child Development Center in order to provide a smooth academic transition for incoming Kindergarten students. 	Principal	August-June		

<ul style="list-style-type: none"> The Parent Liaison and parent volunteers will receive training through San Francisco School Volunteers. Volunteers will be awarded through names published in newsletters, and presented certificates recognizing their support and involvement. 	Principal	September		
<ul style="list-style-type: none"> Bay View Hunter's Point Foundation, Family Mosaic Edgewood and the SF Giants organization will provide services and information to students and their families during school-wide events and on an individual basis. 	Principal, Elementary Advisor	August-June		
<p>5.6 Monitoring program implementation and results</p> <ul style="list-style-type: none"> Parent involvement will be monitored through sign-in sheets at school events and the volunteer sign-in book for volunteer participation. 	Principal, Parent Liaison	September-June		
<ul style="list-style-type: none"> Parents, students and staff will be involved in the evaluation of the site Academic Plan during SSC and Community Meetings. 	Principal	September-June		
<ul style="list-style-type: none"> Evaluations will be handed out at Family Nights and other school functions in order to ascertain the quality and effectiveness of programs in order in make appropriate changes. 	Principal, Parent Liaison	September-May		
<ul style="list-style-type: none"> Parent Attendance logs/sign-ins, Parent Satisfaction Surveys will be used to monitor Program success. 	Principal, Parent Liaison	September-June		

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
Christina Campos					✓		10-19-06
Vidrale Franklin		✓					10-19-06
Dora Fields					✓		10-19-06
Guadalupe Juarez					✓		10-19-06
Robvina Parker					✓		10-19-06
Jeanine Kennard				✓			10-19-06
Benjamin Klaus			✓				10-19-06
Vera Hollingsworth					✓		10-19-06
Numbers of members of each category		1	1	1	5		

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

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based 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
Christina Campos						✓		10-19-06
Guadalupe Juarez					✓			10-19-06
Gabriela Moreno					✓			10-19-06
Vidrale Franklin		✓						10-19-06
Benjamin Klaus			✓					10-19-06
Numbers of members of each category		1	1		2	1		

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

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

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: 01-19-07
 - B. One meeting to present plan upon its completion.
DATE: 02-14-07
7. This school plan was adopted by the school site council on: 03-14-07.
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:

<u>Vidrale Antoinette Franklin</u>	_____	<u>03-16-07</u>
Typed name of school principal	Signature of school principal	Date
<u>Christina Campos</u>	_____	<u>03-16-07</u>
Typed name of SSC chairperson	Signature of SSC chairperson	Date