

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

[BRYANT ELEMENTARY SCHOOL]

School

-----6040778-----

CDS Code

4/17/07]

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.

ACADEMIC PROGRAM SURVEY

The Academic Program Survey (APS) is an assessment tool developed by California Department of Education (CDE) for schools to examine implementation of the nine Essential Program Components (Epics) which serves as a guide for schools to improve student academic achievement and identify areas of strength and weakness. Submit the completed APS to your Assistant Superintendent separate from the Academic Plan and Budget.

Each component will be rated on a scale of 0 to 3, as follows (**BOLD** the appropriate rating):

- 3** – Full level of implementation
- 2** – Substantial level of implementation
- 1** – Partial level of implementation
- 0** – Minimal level of implementation

All components in the academic survey must receive at least a rating of 2 for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation.

<p>1. Instructional Program</p> <p>To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math – “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math 	<p>ELA 3 2 1 0</p> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <p>Math 3 2 1 0</p> <p>Intervention</p>
<p>2. Instructional Time</p> <p>To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students – “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students – “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students – “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<p>ELA 3 2 1 0</p> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <p>Math: 3 2 1 0</p> <p>Intervention</p>
<p>3. Principals’ Instructional Leadership</p> <p>To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum – “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year – “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 – “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities</p> <p>To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 – “2 - Substantially” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year – “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training – “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

<p>5. Student Achievement Monitoring System(s) To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction - “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u> - “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered - “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered 	<p>ELA 3 <input checked="" type="checkbox"/> 1 0</p> <p>Math 3 <input checked="" type="checkbox"/> 1 0</p>
<p>6. Ongoing Instructional Assistance and Support for Teachers To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials - “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers - “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers - “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers 	<p>ELA 3 <input checked="" type="checkbox"/> 1 0</p> <p>Math 3 <input checked="" type="checkbox"/> 1 0</p>
<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA 3 <input checked="" type="checkbox"/> 1 0</p> <p>Math 3 <input checked="" type="checkbox"/> 1 0</p>
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school - “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels - “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels - “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	<p>ELA 3 <input checked="" type="checkbox"/> 1 0</p> <p>Math 3 <input checked="" type="checkbox"/> 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	<p>ELA 3 <input checked="" type="checkbox"/> 1 0</p> <p>Math 3 <input checked="" type="checkbox"/> 1 0</p>

DATA SUMMARY

(To be provided by Research, Planning and Accountability, format TBD)

Bryant Elementary – HPSG School Action Plan San Francisco Unified School District

1. **Assess current school and LEA conditions and barriers to improved student academic achievement.**
 - a. **Describe the process used to complete the Academic Performance Survey (APS), District Assessment Survey, and optional assessments English Language Learner Subgroup Self-Assessment (ELSSA) and Least Restrictive Environment Self-Assessment (LRE). Identify barriers.**

Currently, Bryant Elementary school is a Title 1 school with 80% EL learners. The External Entity conducted an all-day training on the 9 Essential Components. Bryant’s Leadership team met for 3 full days to review the HPSG APS and identify barriers. The Principal and the Instructional Reform Facilitator met with the SSC to review the HPSG process and identify barriers as well. The following barriers represent a consensus from these groups. The fundamental barriers to academic achievement are:

- b. **Analyze the disaggregated student achievement data. Are all groups making progress on short-term growth targets and long term performance goals?**

Groups	Grade Level	Performance Gap Per State/Federal Targets
English Language Learners (ELL)	All	The percent of ELLs at or above proficient as measured by the Spring 2006 English/Language Arts Adequate Yearly Progress (AYP) will increase from <u>10.6%</u> to 24.4% in Spring 2007 and to 34.6% in 2007-08.
	2 nd	Will move from <u>17.1%</u> proficient to 24.4% proficient in Spring 2007 in EL and to 34.6% in 2008
	3 rd	Will move from <u>0.0%</u> proficient to 24.4% proficient in Spring 2007 in EL and to 34.6% in 2008
	4 th	Will move from <u>15.8%</u> proficient to 24.4% proficient in Spring 2007 in EL and to 34.6% in 2008
	5 th	Will move from <u>0.0%</u> proficient to 24.4% proficient in Spring 2007 in EL and to 34.6% in 2008
Title I and/or Economically Disadvantaged Youth (EDY)	All	The percent of ELLs at or above proficient as measured by the Spring 2006 English/Language Arts Adequate Yearly Progress (AYP) will increase from <u>23.7%</u> to 24.4% in Spring 2007 and to 34.6% in 2007-08.
	2 nd	Will move from <u>23.1%</u> proficient to 24.4% proficient in Spring 2007 in EL and to 34.6% in 2008
	3 rd	Will move from <u>13.8%</u> proficient to 24.4% proficient in Spring 2007 in EL and to 34.6% in 2008
	4 th	Will move from <u>37.5%</u> proficient to 40% proficient in Spring 2007 in EL and to 45% in 2008
	5 th	Will move from <u>31.6%</u> proficient to 35% proficient in Spring 2007 in EL and to 40%% in 2008

Process and Structure of Data Analysis: Data discussions focused on CST data, took place with all stake holders at faculty, SSC and PTO meetings. All groups agreed that ELLs need to be the focus of the HPSG grant. The significantly low percentages of ELLs that are proficient or above in the CST scores and the stagnant CELDT scores, signal an urgent need to adjust the current instructional program, specifically ELD instruction and ELL classroom support.

Bryant Elementary School API Growth Targets/2007-2010						
Groups	2007-08		2008-09		2009-2010	
	Targets	Total	Targets	Total	Targets	Total
School-wide	10	679	10	689	10	699
Hispanic/Latino	10	661	10	661	10	671
Socioeconomic ally Disadvantaged	10	674	10	684	10	694
English Learners	10	685	10	695	10	705

PERCENT PROFICIENT: All subgroups and school-wide targets must meet or exceed 34% proficient by spring 2008; 45% by spring 2009; and 56% by spring 2010 in English/Language Arts, as per federal Adequate Yearly Progress (AYP) requirements of NCLB. Monthly embedded assessment data is reviewed by all staff at monthly grade level and at Reading 1st meetings. Currently, grade level teachers use the state provided SCOE tests to evaluate student progress and the implementation of the district adopted curriculum every six weeks.

c. Review and include the school and LEA conditions identified in the School Accountability Report Card.

STUDENT DATA SUMMARY

Data Source	2003-04	2004-05	2005-06
Suspensions (number of incidents)	1	0	17
Attendance (percentage)	93.6	94.1	94.3
Student Study Team – SST (number of referrals)	Not available	Not available	70
Positive Behavior Team Referrals	Not available	Not Available	
Vandalism Reports	Not Available	Not Available	40

- There is a high rate of tardies and absences which have a negative impact on student learning.
- Teacher turnover is high. Average teaching experience is 4 years.

d. Review and include the school and LEA crime statistics that negatively affect student achievement.

District	Suspensions	Expulsions	Drugs/ Alcohol	Battery	Assault	Robbery/ Extortion	Sex offenses	Possession	Property Crimes
2003-04	2677	39	131	556	636	67	18	167	93
2004-05	2869	20	149	693	738	41	19	180	153
2005-06	3295	47	130	813	817	59	29	189	138

- We have a high number of vandalism incidents due to the fact that we are in a gang plagued neighborhood.
 - School crime stats see above.
2. Establish goals for improvement of current school and LEA conditions based on needs assessments which will lead to increased student academic performance.
 - a. Specify short-term academic objectives for a two-year period that will allow the school to make progress toward the pupil achievement growth targets as measured by all data available to the school.
 - b. Set annual academic growth targets at least as high as those adopted by the State Board of Education.

Goal # 1 - The percentage of English Language Learners (ELLs) moving up from one level to another on CST-ELA will have an overall increase by at least 10% each year.

Goal # 2 - English Language Development (ELD) instruction will improve as measured by a 5% increase in the number of re-designated English Language Learners (ELLs) at Bryant School over the next three years.

Goal # 3 – The percent of students scoring a 6 or higher on the 4th grade writing test will increase by 10% each year.

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

The following statements characterize educational practice at this school:

A. Every student has access to core instruction that is aligned with the State Content Standards. In every classroom, students use the Houghton Mifflin Literacy Program also available in Spanish for the bilingual classrooms in K-3. The other District adopted materials include: Harcourt Math, Rigby Into English, On Our Way To English, Through Time and Place (Social Studies), Insights/FOSS Science System, Music Connection and Art Connection. All teachers implement the Rigby ELD curriculum. Teachers ensure that instruction addresses Content Standards by identifying standards in their lesson plans and on the Reading Theme Focus Wall. All teachers use formal and informal assessments in order to focus in on teaching to the Content Standards and ELD standards.

. B. All students, including underperforming students (Latino, ELL and economically disadvantaged youth), receive instruction in the core curriculum which is aligned to the state standards. Universal Access, a Houghton Mifflin component, is used to meet identified skills gaps for underperforming students. The SFUSD Reading First Literacy Coach and IRF continue to provide direct support to teachers in best instructional practices and classroom management. Our Title 1 (Grades 3-5) and Excel Intensive Reader (Grades 1-2) programs. Test preparation materials are provided to student in Grades 2 to 5 and a ten-week weekend homework program is provided as part of being a Program Improvement School

Lack of essential resources such as:

1. Additional custodial time to compensate for after school program usage.
2. Continued district support to ensure a safe campus
3. An art teacher for K-3, P.E. teacher K-5, music teacher for K-3 students
4. A technology Teacher
5. A 2-3 day per week school nurse
6. A full-time librarian
7. A full-time parent liaison

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

As a Reading First School, and a Program Improvement School, Bryant Elementary School has identified a list of targeted students using the CST tests and the

Comprehensive Reading Assessment (CRA). Teachers, administration, RSP/Inclusion Staff, Paraprofessionals and an after –school program with CDC and Boys and Girls Club. Volunteers provide these students with additional support through small group instruction, one-on-one instruction

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

We will continue offering the on-site mental health services in collaboration with the *Instituto Familiar de la Raza*, a lead mental health consultant and three mental health interns. The school’s SST process, facilitated by the SB 825 Outreach Consultant helps to connect parents and guardians with necessary social and educational services needed to ensure student success. Bryant Elementary School utilizes the services of the San Francisco School Volunteers and the Jewish Coalition in order to attract and train volunteers to the school. Our collaboration with the SF Boy’s and Girl’s Club helps us augment the learning of our students through quality after school homework assistance, tutoring and computer program and sports programs. As a Program Improvement School, continue to facilitate after school tutoring for students not meeting grade proficiency as measured by the CST.

Objective # 1

- To improve overall student behavior and reduce the percentage by of student referrals, SST s and teacher anecdotal observation we want to see a drop by 20% over last year of tardies.
- To improve overall attendance and to reach a student attendance goal of 95% or better in the 2007-08 school year.
- Reduce the number of students who arrive to school tardy and miss important instructional time.

Objective # 2

- Administration and staff will develop and implement a school wide coherent discipline plan, which will include student motivation activities, incentives and discipline procedures prior to the beginning of the 007-08 school year.
- HPSG Money to pay for consultants, and staff.

Current-Year Strategy 1

- Step-up to writing
- Universal access
- 4th and 5th grade class size reduction
- Reading First
- Focal students
- After School Tutoring
- Think Pair Share

Strategy 2:

P.D. in ELD instruction for ELL students

Strategy 3:

- WSF will fund a Literacy Specialist to monitor all SST's and work directly with families to reduce tardy and absentees
- Categorical funds have been put aside to fund the family liaison more hours than she currently has.
- Tutoring services to Basic and below basic students the CDC, ARC, Teacher and Boys & Girl Club also provides tutoring service.

Priorities for 2007-2008

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

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

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

In the 2006-2007 School Year there was language loss for many students in 4th and 5th grades demonstrated on the 4th grade writing assessment. This has been typical at Bryant that over all there is not consistent scores on the CST yearly. The third and fifth grade does not meeting grade level requirements. The biggest gap is the ELL group at Bryant which is currently at 82% of students. 83.6% of the student population is Latino, 4.5% African American, 4.5%, 1.4% or less for other ethnic groups. After analysis of the 2004-05 CST, ELL's, Latino and EDY students represent the largest significant subgroup populations of students not meeting grade level proficiency in English Language Arts and Math. English Language Learners represent 72% of the total student population, and EDY students represent 72% of the total student population. Currently, Bryant Elementary School is a Title 1 school with 80% EL learners an external entity conducted an all-day training on the 9 Essential Components. Bryant's Leadership team met for 3 full days to review the APS and identify barriers. The Principal and the Instructional Reform Facilitator ,(IRF)met with the SSC to review the process and identify barriers as well. The data indicates a regression in test scores for some students. This pattern or trend shows up as an up and down spike on test score data

Key Objectives for Goal 1

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

1. Teachers will analyze assessment results at grade levels and identify key stands in math to develop mastery.
 2. On-going PD in Step up to Writing, ELD.BBG.
 3. Teachers will analyze assessment results at grade levels and identify key strands in math to develop mastery
 4. Staff will be compensated for extended after school programs and meetings
 5. The Focused Approach will be taught explicitly.
 6. Provide a consultant to work with the Bryant student and staff
 7. Teachers will be trained specifically to help the ELL's to close the achievement gap and teach ELD in a consistent
 8. Explicit use of the Focused Approach and a universal access in all classrooms.
 9. Provide a consultant to work with the Bryant
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Key Strategies for Goal 1

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

1. Key Strategy

P.D. for all staff that addresses needs of ELL curriculum.

2. Key Strategy:

On-going PD in Step up to Writing, ELD.BBG teaching and assessment tools.

3. Key Strategy

- Step Up To Writing
 - Differentiating Instruction;
 - Scaffolding.
 - Front loading.
 - Rigorous / Fidelity to the HM curriculum.
 - Universal access
 - **4. Key Strategy 2**
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Based on the current assessment results, teachers will select 3 to 4 focal students by the end of September 2007 for their classroom in order to monitor student progress and inform their instruction for all students in language arts and mathematics.

Goal 2: Academic Equity

Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Data Conclusions for Goal 2

Questions to cover:

- 1. What special programs (Special Education, GATE, Honors, AP, ELD, language immersion, arts magnet, etc.) are offered at your school?*
 - 2. What are the key data findings observed for students participating in these programs from last year's CST? [Note: If academic achievement for students in these programs was disaggregated by racial subgroup and any achievement gaps were observed, these gaps should be discussed in Goal 1.]*
 - 3. Are any racial subgroups underrepresented or overrepresented in certain programs (i.e. low African American students in GATE, Honors, and/or AP programs, high numbers of EL students in Special Education)?*
 - 4. What patterns or trends have been observed over multiple years?*
 - 5. What additional school data was analyzed (can be data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*
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Key Findings:

In 2006 Bryant met the API but did not meet the AYD AYO. In 2006 student subgroups in grades 2-5 were required to meet the AYP target of 24% of students reading at proficient or above in CST English Language Arts. The 4th grade was the only grade that met the 24.4% target with 32%. All 2nd-5th grades were required to meet the AYP target of 24.5% of students tested on the CST and Math. All grade levels, except 5th Grade, met and exceeded the 2005 CST Math (second grade 32%, third grade 41%, and fourth grade 42%) annual measurable goals. The 2006 AYP target is that 26.5% of all students will meet or exceed proficiency on the CST Math.

130 students took the CELDT in 2006. 2006 CELDT scores for AMAO Objective #1 show an overall 44.6% of students meeting target, however, the annual growth target was 52%. The AMAO Objective #2 shows that 22.6% met target, however, the Annual growth target was 31.4%. About 24% stayed the same and 25.25% had a loss. This data shows a tremendous need to implement high leverage activities to improve English proficiency and English Language Development

Objective 1:

- P.D. for teacher in English proficiency and English language Development

Objective 2:

- Reclassification based on more students' data, CELDT, LALARS and SCOIE used to inform ability grouping. .
 - By June, 2008, 10% of identified Special Education students will make at least one positive level change as demonstrated on the CST ELA.
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Key Objectives for Goal 2

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

- Due to the homogeneous nature of our student population, the majority of our identified Sped students, GATE, ELD, and bilingual programs include the same students.
- 20% of our students are identified Special needs students
- The spring 2006 CST ELA indicated that 32% of the students scored at or above proficient level. By comparison, 29% of ELs scored at or above proficient.

Key Strategies for Goal 2

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

Key Strategy 1:

- All English Language Learners will receive 150 minutes per week of English Language Development (ELD) instructional based on the ELD Standards and Differentiated instruction based on the child's identified level of language and literacy proficiency. Classroom Teachers will use On Our Way to English. CELDT/grade/language levels will group students. Reading /Literacy teacher will work with targeted students in small groups
- All IEP goals will be written and aligned to state core content standards. IEPs will reflect students' present levels of performance.

Key Strategy 2:

- During daily HM/LA instructional minutes, all K-3 bilingual teachers will implement the BBG curriculum and strategies.
 - The minutes will be aligned with the Early Exit Bilingual instructional schedule. (K=5 minutes; 1st=15 minutes in fall/30 minutes in spring; 2nd=30 minutes in fall/60 minutes in spring; 3rd=90 minutes of HM in English/BBG combined.
 - (The K-3 bilingual teachers will determine and implement the exact number of minutes that the curriculum will be implemented in English and in Spanish in accordance with the Early Exit bilingual Model)
 - Principal will petition program placement to change Early Exit bilingual model to maintenance or only English development.
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Goal 3: Instruction Improvement

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

Data Conclusions related to Goal 3

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

Key Findings:

- All staff has been through a number of staff development opportunities for Reading First – summer institutes, and grade level meetings over the course of the school year. At this time, all classrooms have implemented Focus Walls, are using all the components of Houghton Mifflin. We are now revisiting/refining the components of the program.
 - Staff meets in grade level meetings, as well as monthly Reading First meetings, as result, test scores continue on an upward trend. Teachers need time to meet. Teachers will be stipend for the extra time they are obligated to do.
 - Current SCOIE theme assessments show that most of our students in grades 3rd-5th are scoring at intensive & strategic levels. Reading comprehension and vocabulary are consistently lower than fluency.
 - We are finding that the need for alternative assessments, in addition to the SCOIE, are needed in order to better address the needs of our students.
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Objectives for Goal 3

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

Objective 1: Plan for and develop year-long six week cycles to inform instruction for literacy and math.

Objective 2: Select alternative assessments including SCOIE to better inform teachers for instruction in both language arts and math.

Objective 3: Analyze a variety of assessment tools to select appropriate supplemental assessments focused on supporting the transition from Spanish to English more appropriately

Key Strategies for Goal 3

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

Key Strategy 1: Classroom teachers will be given opportunities to observe each other's implementation of six-week cycle of teaching. Writing across the grades in both English and Spanish will be analyzed for minority language difference.

Goal 4: School Climate

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

Data Conclusions to Goal 4

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

Key Findings:

The surrounding neighborhood presents a number of safety and security issues for the immediate school community. The Norteño gang hangs out on a corner approximately one block from the school on 22nd and Florida Streets. This has resulted in frequent gang-related tagging on the perimeter of our school wall, which has to be removed as frequently as 1-3 times per week. A homeless encampment in front of the school has been an on-going problem.

The SB 65 coordinator, Elementary advisor, LCS, mental health worker, Parent liaison, and Principal and site support substitute form the Student Attendance Review Team. Each member of the team serves as the liaison to a grade level and works collaboratively with the grade level teachers to develop and implement a plan to improve attendance.

This will be the 4th year that the school has implemented the “Bear Hug” program, which gives “Bear Hug” coupons as an incentive to students following the school wide agreements. Students’ names are pulled in a drawing two times per month and students either participate in a lunch barbecue or receive a prize.

Reduce the number of students arrive to school tardy and miss important instructional time.

The data shows an alarming number of students do not have enough English or Spanish to become proficient both.. This pattern or trend shows an up and down spike.

Key Objectives for Goal 4

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

Objective #1

- To improve overall student behavior and reduce the percentage by of student referrals, SST s and teacher anecdotal observation We want to see a drop by 20% over last year of tardies.
- To improve overall attendance and to reach a student attendance goal of 95% or better in the 2007-08 school year. CST and SART will meet weekly. Bear Hugs and will continues as an incentive program. The Learning Specialist will help with safety issues.

Objective #2

- Administration and staff will develop and implement a school wide coherent discipline plan, which will include student motivation activities, incentives and discipline procedures prior to the beginning of the 007-08 school year.
- Students’ will receive the required Health Education lesson. (30 lessons).

Key Strategies for Goal 4

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

:

Key Strategy 1:

The school will utilize a school-wide positive behavior model. School site staff will assist with the implementation of individual student behavior plans. Conflict monitors will continue. Students and Staff will participate in the Conflict Management Program to develop positive mediation skills. The CST will meet regularly every week, also the SART

Key Strategy 2

With the Child Development, Title, School Supplemental Services Program and Boys the IRF and Girls Club, SART on the Bryant campus will coordinate safety procedures. The Director of the Boys and Girls Club, the CDC site manager, the IRF and the Principal will meet on monthly to coordinate safety procedures after school and to discuss how to keep the facility clean with such high usage and limited custodial care.

Goal 5: Parent and Community Involvement

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

Data Conclusions related to Goal 5

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

Key Findings:

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

Data Conclusions related to Goal 5:

In 2006-07, approximately 30 to 45 parents participated in monthly Tempo Familiar Workshops sponsored by Bryant School teachers. Teachers planned literacy, math and science activities to help parents promote learning in the home.

On a regular basis, local volunteers from San Francisco Volunteers and the Jewish Coalition provide approximately 10 students tutoring in reading on an individual basis. The After School Program also provides tutoring to 20 students. Parents and the greeting committee will continue to beautify the school by planting more trees, creating a lovely garden.

The Boy's and Girl's Club and CDC is housed on the Bryant campus on a fulltime basis and provides homework help and recreational activities to approximately 60 K-5 students from Bryant School. In addition, the CDC services approximately 60 K-4 Bryant students on a year around basis.

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

Key Objectives for Goal 5

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

- **Objective 1:** By October 1, 2006 Bryant will have a working Parent Association group of at least 5 parents. By November 1, 2007 it will have a written mission statement, officers, and a draft plan for the year. a working SSC with a voting process every two years.
- **Objective 2:** By November 1, 2006 parent representatives (to include all representation of subgroups) will be elected to serve on the SSC.
- There will be a fully functioning SSC by October 2007/08 School Year.
- **Objective 3:** The greening project will be completed this year with help of parent volunteers.
- **Objective 4:** Parent capacity will be increased by 25%

Key Strategies for Goal 5

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

Key Strategy 1: The school, with the input of parents and teachers, will send home a school compact which outlines how parents, staff and students will share the responsibility for improved student achievement at Bryant Elementary School.

Key Strategy 2:

Parents will be enfranchised and the school will build parent capacity. Parents will be encouraged to volunteer at school in a variety of tasks including assisting teachers in classrooms and on field-trips, monitoring visitors to the school and answering questions, assisting on the yard to set up and supervise games at recess and lunch, helping in the cafeteria and noon time monitors

Key Strategy 3:

Parents will volunteer to help creating a safe and beautiful school environment

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

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> • High leverage activities <ol style="list-style-type: none"> 1. Each classroom teacher will pick 3 focal students with an emphasis on African American and Latino students. The teachers will monitor the progress of the focal students in LA and Math throughout the year, and adjust strategies as necessary to ensure progress. Progress will be monitored a by CAR’s twice a year and at grade level cluster meeting. Teacher will receive a stipend for work outside of the normal teaching day. 2. A Spanish-speaking Literacy’s teacher will work with 8-12 first graders Spanish Bilingual student and our English Recovery program will give priority to our African American and non-bilingual Latino first grade students. 3. There will be Excel an/after school program. That will also plan and develop an After School/Homework/Enrichment program. 4. All teachers will meet collaboratively at grade level weekly and bi weekly at cross grade levels. 	<p>Sept.07-June.08</p> <p>Sept.07-June.08</p> <p>Sept.07– May.08</p> <p>Sept.07-May 08 07/08 Biweekly SY</p>	<p>Classroom Teachers</p> <p>Reading Literacy Teachers</p> <p>ASP</p> <p>CDC/ARC boys and girls club</p>	<p>20,000.</p> <p>\$78,000.</p> <p>Boys and Girls club. Principal, B&G directors</p>	<p>WSF/ Title 1 SWP/ SIP/Targeted</p> <p>Targeted. ... / Title 1 SWP/ EIA-Lep</p> <p>ARC. Excel grant. HPSG</p>	<p>SY Oct 07/08</p> <p>Literacy Teacher SWP SY 07/08</p> <p>School Health Programs Dept. After School</p>
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> • High leverage activities <ol style="list-style-type: none"> 1. One full time paraprofessional will work with our k – 3 grader to provide language support and assist in working with ELL students 	<p>Aug.07-June.08</p>	<p>Language support paraprofessionals</p>	<p>\$24,137.00</p>	<p>WSF/ Title 1 SWP</p>	

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

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

<p>2. The school will implement ELD using the adopted District text at the level of the student’s proficiency.</p> <p>3. The school will fully implement the BBG (Bilingual Biliteracy Guide) Program developed by the Multilingual Dept. so the Spanish Bilingual students will transition to English Literacy while maintaining Spanish proficiency.</p> <p>High leverage activities</p> <ul style="list-style-type: none"> • High leverage activities 	<p>Sept.07-Aug.08</p> <p>Aug.07-June.08</p>	<p>Classroom Teachers</p> <p>Spanish Bilingual Teachers</p>			<p>Multilingual Dept. Support</p>
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Monitoring and Assessment for Goal 1

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

Key Strategy 1:

1. Focal Students will be assessed three times a year (Sept., Jan., and May) on CRS in order to compare progress in reading over time. Teachers will bring student work and SCOE results to their cluster meetings, with a focus on the work of the Focal Students. These scores will consistently be reviewed and strategies adjusted for progress. Teachers will define anchors and rubrics for writing.
2. Literacy group students are regularly assessed as part of the program. At the end of 20 weeks, if a student does not meet the expectations discontinue an SST will be convened to determine additional needs.
3. Staff will attend conferences about bilingual strategies, techniques and pedagogy.

Key Strategy 2:

1. The progress of the students in 4th and 5th grades will be monitored by the Administrator & Teachers. Reading First will be part of their daily program and their level will be assessed every 6 weeks. The bi-monthly grade level cluster meetings will review their progress in the ELD program.
2. The administrators will visit classrooms on a regular basis and particularly ensure that the ELD period is honored. Grade levels will determine appropriate assessments after each ELD theme. The administrators will visit classrooms on a regular basis and particularly ensure that the BBG period in K-2 is honored. English development will be monitored through the ELD assessments and student work.

Goal 2: Academic Equity

Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> • High leverage activities <ol style="list-style-type: none"> 1. Teachers will administer CELDT testing at the beginning of the year to all students to establish the literacy level of each student and adjust instruction. 2. Comprehensive Reading Assessment will be administrated to all students three times throughout the year. Teachers will use district mandated materials 3. Teachers will administer math assessments throughout the year to ensure that students are gaining the basic skills necessary. 4. The School Librarian will open the library before and at lunch to allow students to read for pleasure. She will be two days a week at least if not more. 5. Instituto Familiar will provide on-site counseling and staff support during the school week. 	<p>Sept. 07</p> <p>Jan. & May.08</p> <p>Sept.07-June.08</p> <p>Sept.07-June.08</p> <p>Sept.o/7-June.08</p>	<p>Teachers and Substitutes</p> <p>Teachers and Substitutes</p> <p>Librarian</p> <p>Instituto De la Raza Principal</p>	<p>\$ 6,500</p> <p>\$ 6,000</p> <p>\$ 28,000</p>	<p>EIA LEP & Title 1 SWP</p> <p>HPSG</p> <p>HPSG</p>	<p>Prop H</p>

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

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

<p>Key Strategy 2: • High leverage activities: 1. Teachers will use “Focused Approach” and targeted vocabulary strategies to ensure that the core curriculum is more accessible to our ELL and Special Ed students. Teachers will be stipend for all the extra time it takes.</p> <p>2. Progress of Special Education students will be monitored by the administration and Special Ed Staff each quarter to determine if there is a need from additional support and differentiated instructional strategies using Speech and Language Specialist to help with focused approach</p> <p>3. The school has an enrichment program after school to ensure that the GATE students receive additional critical thinking activities</p>	Sept.07-June.08				
	Sept.07/Jan./March/June. '08	Principal	\$ 10,00.00		HPSG
	Jan.-May.'08	Teachers Principal	\$ 8,000.00	\$2,000	School Health Programs Dept.

Monitoring and Assessment for Goal 2

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above?
2. How will the school evaluate its progress towards achieving the desired objective(s)?
3. What data will be collected to measure progress?

Key Strategy 1: The administrator will ensure that CRA assessments occur in a timely manner and time is set aside at Collaboration meetings and at CST's to review the results. Strategies to address the needs of students shown by the assessments will be developed by the teachers at the meetings and reviewed throughout the year.

Key Strategy 2:

1. The administrators will ensure that the Special Ed student's progress is monitored at IEP's and CST meetings throughout the year. The Special Ed staff will give CRA testing to the Special Ed students three times a year.
2. The After School Coordinator will organize the GATE program and it will be open to all GATE students. Progress will be monitored by the ASP teachers.

Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <p>• High leverage activities</p> <p>1. Teachers will participate in professional development in Reading Comprehension strategies based on practices such as Reciprocal Teaching, and activities in <i>Strategies That Work and Mosaic of Thought</i></p> <p>2. Teachers will meet in grade level clusters a minimum of twice a month to plan strategies in Language Arts and Math based on student work and assessments.</p> <p>3. The 4th and 5th grade teachers will meet to continue to develop strong science units so students receive consistent instruction in science.</p>	<p>Aug. 07</p> <p>Sept.07-June.08</p> <p>Sept.07-June.08</p>	<p>Teachers and Administrators</p> <p>Teachers and Administrators</p> <p>Teachers and Administrators</p>	<p>\$8,000</p>	<p>WSF</p>	<p>On going PD Out side consultant School Site</p>
<p>Key Strategy 2:</p> <p>• High leverage activities</p> <p>Teachers will participate in professional development in ELD instruction based on the work of Susanna Durra and the <i>Focused Approach to improve ELD instruction</i>.</p>	<p>Aug.07-Jan.08</p>	<p>CRLP</p>	<p>\$ 2,500</p>	<p>HPSP</p>	

Monitoring and Assessment for Goal 3

Questions to cover:

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

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

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

2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
 3. *What data will be collected to measure progress?*
-

Key Strategy # 1:

Administrators will organize PD in comprehension strategies either during PD before school begins, or during Staff meetings in Sept. and Oct. The focus will be on Reciprocal Teaching and strategies from *Mosaic and Strategies that Work*.

The structure for bimonthly cluster meetings has been in place at Bryant for the past several years. The leadership team's presents at each meeting each meeting and with the Cluster leaders plan the agendas for each meeting. The agendas include objectives for each meeting which are monitored by the administrators.

Key Strategy # 2:

CRLP will provide in-service to review the Focused Approach for staff. The money for the in-service is included in HPSG funding. Administrator will monitor the use of the Focused Approach by walk-through and the review of teacher lesson plans. Assessments of vocabulary will be conducted by SCOE assessments after each HM theme with a focus on the comprehension and vocabulary sections of the assessment.

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
Key Strategy 1: • High leverage activities 1. CRT will meet monthly to address the needs of the at-risk students. With reporting back through the CTS 2. Each of the students needing intensive support will be given a Reading tutor from the Jewish Coalition to read with weekly. Each student will be referred to the interschool tutorial. to monitor and encourage safe, respectful and responsible behavior. 3. The P.E. and Elementary Advisor will work with students at recesses and lunch to develop activities to keep students engaged in games and sports.	Sept.07-June.08	Outreach Consultant	\$ 50,000	SB65	
	Sept.07-June.08	P.E. consultant	\$ 23,500	Targeted Inst. Imprv.	
	Sept.07-June.08	Elementary Advisor	\$ 51,654	Targeted Inst. Improvit.	
Key Strategy 2: • High leverage activities The Coordinated Services Team (CST) will meet monthly to analyze student behavior data from the PBS and SSTs and develop support Programs for students and families	Sept.07-June.08	Support Staff			

Monitoring and Assessment for Goal 4

Questions to cover:

Key Strategy # 1:

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

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

1. The Student Advisor and the Outreach Consultant will be responsible for organizing the Coordinated Services Team. He/She will set up the weekly meetings and the agenda. The number of citations received by the “at risk” students will be monitored every month along with reports from the teachers about classroom behavior. The CST is facilitated by the Outreach Consultant.
-

A. the CST committee will review the support programs available for the students and their families to ensure that student needs are being met. These programs include Reading Recovery, Special Ed., the Para support program, Behavior Support Team, Elementary Advisor, Sports for Kids and the After School Program. Action plans from the SST’s conducted each month will be reviewed and Committee members will be assigned duties to ensure that the action plans are effective. At the end, concerns about a student or family that has not been addressed will be discussed an actions designated.

2. The P.E activities will be monitored by the PE consultant familiar with Sports for Kids program.

Key Strategy # 2:

1. *How will the school monitor implementation of the high leverage activities above?*
 2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
 3. *What data will be collected to measure progress?*
-

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: • High leverage activities</p> <p>1. Parent Liaison will be funded .5 by the school</p> <p>2. The Outreach Consultant and the Parent Involvement Coordinator will coordinate activities to increase Parent’s participation at the school, honor the diversity of cultures at the school and support the inclusion of all cultures.</p> <p>3. All flyers and correspondence will go home to families in three languages and translators and child care will be available at all meetings.</p> <p>4. The Administrator will hold monthly “Principal ” breakfasts to allow parents to ask any questions they may have about the school, and a newsletter and calendar will be sent home each month in English and Spanish</p> <p>Title 1 will be used to fund Parent activities to improve academic achievement in a School wide program</p>	Sept.07-June.08	Outreach	\$ 24,288 \$ 1,000	Site Title 1	
	Sept.07-May.08	Consultant (Social Worker) Parent Involvement Coordinator	\$ 10,000	SB65 and HPSG	
	Aug.07-June.08	Parent Involvement Coordinator/ PTO	\$ 2,000	Title SWP	
	Aug.07-June.08	Translation Services Secretaries Administrators	\$ 500 (Food and child care)	PTO Funds	
<p>Key Strategy 2: • High leverage activities</p> <p>Families will be invited to a Back to School in Sept. to inform them about all the additional resources at Bryant</p>	Sept.07	Parent Liaison Principal			

⁹ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

Monitoring and Assessment for Goal 5

Questions to cover:

- 1. How will the school monitor implementation of the high leverage activities above?*
 - 2. How will the school evaluate its progress towards achieving the desired objective(s)?*
 - 3. What data will be collected to measure progress?*
-

Key Strategy # 1

Parent Participation will be monitored through attendance records and activities that are held at the school. These records will be maintained by the Parent Coordinator who is funded by a benefactor who supports our STAR Program. A needs Assessment will be sent home yearly to families to prepare for the development of the Site Plan. This needs assessment includes questions about parent involvement and parent awareness of activities. The information and suggestions received will be reviewed and addressed by the Administrators.

Key Strategy # 2

The Outreach Consultant will be responsible to organize this event. A survey at the end will determine if families found it helpful.

School Site Council (SSC) Membership

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Nancy Sarraga		X					
Numbers of members of each category		1					

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

English Learner Advisory Committee (ELAC) Membership

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

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

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

School Advisory Committee (SAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
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 is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees DATE:

 - B. One meeting to present plan upon its completion. DATE:

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

Attested:

_____	_____	_____
Typed name of school principal	Signature of school principal	Date

_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date