

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

**[Buena Vista Alternative Elementary
School]**

School

38-68478-6072094

CDS Code

[3-12-07]

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 (EPCs) which serves as a guide for schools to improve student academic achievement and identify areas of strength and weakness. Submit the completed APS to your Assistant Superintendent separate from the Academic Plan and Budget.

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

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

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

<p>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> <hr/> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <hr/> <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> <hr/> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <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> <hr/> <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> <hr/> <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 2 1 0</p> <p>Math 3 2 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 2 1 0</p> <p>Math 3 2 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 2 1 0</p> <p>Math 3 2 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 2 1 0</p> <p>Math 3 2 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 2 1 0</p> <p>Math 3 2 1 0</p>

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

Following a year of assessment driven differentiated instruction, EL, African American, EDY, GATE and Special Education students will continue to meet AMO demonstrating an improvement gain of 5% in their achievement, as measure by their performance on the April, 2008 California Standards Test.

- a) Implementation of the Houghton-Mifflin Literacy Program with in-depth attention paid to strengthen Spanish Language structures and their transference and re-enforcement in English. (Work with the BBG)
 - b) Need more on-going BBG Professional Development. We are continuing our PD focusing on the writing process and vocabulary development at least twice a month. Monitoring progress difficult with the current literacy assessment. Piloting the OARS assessment system in the 1st grade
 - c) Spanish literacy Specialist and ELD teacher employed at site using the WSF and categorical funds. These teachers are working with under-performing students to help meet standards.
 - d) Teachers will use a variety of strategies including challenge projects to provide differentiated instruction designed to meet the needs of a diverse group of learners.
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Current-Year Objective 2:

Following a year of assessment driven, differentiated instruction, EL, EDY and Special Education students will continue to meet AMO demonstrating an improvement gain of at least one CELDT level each academic year.

- a) Improvement of our ELD instructional delivery using Rigby- On Our Way To English curriculum; use of the Focused Approach to teaching Frontloading to improve learning of all students.

- b) Frontloading PD given in January. ELD instruction supported by the ELD Specialist at school site.
- c) Paid Writing and Vocabulary workshops are given to teachers throughout the school year which includes time to assess student writing and analyze children's work
- d) Teachers will use a variety of strategies including challenge projects to provide differentiated instruction designed to meet the needs of a diverse group of learners.

Current-Year Objective 3:

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:

1. -From 2004-5 to 2005-6 on the CST ELA, 56.8% of EL students made a gain, and 31% stayed the same with a loss of 11%. On the CST Math, 45% of the students made a gain, 47% stayed the same with a loss of 6%.
-From 2004-5 to 2005-6 on the CST ELA, 27% of Special Education students made a gain, and 72% stayed the same with no loss. On the CST Math, 27% of these students made a gain, 64% stayed the same with a loss of 9%. A total of 6 Special Education were tested.
-From 2004-5 to 2005-6 on the CST ELA, 12.5% of AA students made a gain, and 87% stayed the same with no loss. On the CST Math, 0% of these students made a gain, 87.5% stayed the same with a loss of 12%. A total of 8 African American students were tested.
-From 2004-5 to 2005-6 on the CST ELA, 41.6% of English proficient students made a gain, and 53% stayed the same with a 5% loss. On the CST Math, 20% of these students made a gain, 58% stayed the same with a loss of 21%.
2. -From 2003-4 to 2005-6, on the CST ELA, 66.6% of EL students made a gain, and 22% stayed the same with a loss of 11%. On the CST Math, 55.5% of these students made a gain, 38% stayed the same with a loss of 5%.
-From 2003-4 to 2005-6, on the CST ELA, 80% of Special Education students made a gain, and 20% stayed the same with no loss. On the CST Math, 40% of these students made a gain, 60% stayed the same with a loss of 5%.
-From 2003-4 to 2005-6, on the CST ELA, 68.9% of English proficient students made a gain, and 31% stayed the same with no loss. On the CST Math, 21% of these students made a gain, 42% stayed the same with a loss of 35%.
3. Students demographics:

-In 1995-6, 17.8% of students were designated EL, in 2000-1, 27.9% EL and in 2006-7, 48%. As our population of EL students has grown over the past ten years, so has our achievement gap between EL and EO students. -2006-7, 57% of our students receive free and reduced lunch. 90% of these students are EL

Key Objectives for Goal 1

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

Objective 1: Following a year of assessment driven differentiated instruction, EL, EDY, GATE and Special Education students will continue to meet AMO demonstrating an improvement gain of 5% in their achievement in English Language Arts, as measured by their performance on the April 2008 California Standards Test.

Objective 2: Following a year of assessment driven differentiated instruction, EL, EDY, GATE and Special Education students will continue to meet AMO demonstrating an improvement gain of 5% in their achievement in Mathematics, as measured by their performance on the April 2008 California Standards Test.

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.]

Key Strategy 1: All teachers, including Special Education teachers, with the assistance of the principal, ELD and Spanish Literacy Specialist and SFUSD Language Arts Content Specialist will develop a sequential assessment system K-5, for Language arts, which will include the assessment of both English and Spanish Language Arts in order to better assess and meet the needs of a diverse group of learners

Key Strategy 2: All teachers, including Special Education teachers, will use a variety of research-based strategies including challenge projects to provide differentiated instruction designed to meet the needs of a diverse group of learners. Teachers will identify one math strategy and will concentrate on integrating this strategy into their teaching repertoire.

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:

1. Buena Vista is a Spanish Immersion 90/10 Model Program. Students learn content through both Spanish and English. There are two Bilingual Special Day classrooms, one for grades K-2, the other for grades 3-5. Special Day students in these classrooms mainstream on a daily basis into the immersion classrooms. 30 4th-5th GATE Identified students received differentiated curriculum at Buena Vista. In addition, there is an arts coordinator position funded by jointly by the PTA and Prop H. The arts program includes: a parent-taught SPECTRA visual arts program, Capoeira, Ballroom Dancing, Orff music and movement, Acrosports, 3rd-5th grade instrumental music, Dance with the San Francisco Ballet and Sports for Kids. All students participate in at least three or more of these arts programs.
2. -From 2005-6, 20% of the students made gains in ELA on the CST, 58% stayed the same with a 20% loss.
-From 2005-6, 40% of the students made gains in MATH on the CST, 50% stayed the same with a 9% loss.
3. Our Special Day classrooms are bilingual. Therefore only Latino EL students are enrolled.
4. -From 2004-6, 56% of the students made gains in ELA on the CST, 40% stayed the same with a 2% loss.
-From 2004-6, 32% of the students made gains in MATH on the CST, 50% stayed the same with a 17% loss.
- . For the school year of 2007-08, we will have the following new students admitted to Buena Vista from Mission Education Center, which is a school for newly arrived students to the USA: 3rd grade- 3 students, 4th grade- 7 students, and 5th grade- 14 students.
5. On the 2006-7 CELDT test, 24.5% of EL made gains, 45.7% stayed the same with a 29% loss for 2nd-5th graders.

Key Objectives for Goal 2

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

Objective 1: EL students in grades 3-5 will increase by one CELDT overall level each academic year. EL students in grades 1-2 will increase by one level in “Speaking and Listening” each academic year.

Objective 2: Following a year of assessment driven differentiated instruction, EL, EDY, GATE students (in 4th and 5th grades), African American and Special Education students will continue to meet AMO demonstrating an improvement gain of at least 5% in their achievement as measured by their performance on the April 2008 California Standards Test.

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: FBB, BB, and B students will receive focused before and after school tutoring- continued PD regarding BBG and the Focused Approach Instruction model

Key Strategy 2: All teachers, including Special Education teachers, will use a variety of researched-based strategies including challenge projects to provide differentiated instruction designed to meet the needs of a diverse group of learners.

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:

- 1) This year, through a Teacher Learning Grant from the SF Ed Fund, “Using Assessment to Plan for Writing Instruction,” all teachers, including Special Education Teachers, participated in monthly to bi-monthly professional development meetings on planning for writing instruction across Kindergarten-5th grade. Meetings were spent using the process of the “Cycle of Inquiry” during which teachers scored student writing using revised rubrics, created scattergrams to identify student need and planned for differentiated instruction based on identified needs. The focus for instructional strategy was the Step Up to Writing program. In 2005-06 on CST, 10% scored level, 67% scored level 4, 14% scored at level 2
- 2) Teachers in grades 3-5 were trained through Multilingual by the CRLP (California Reading & Literacy Project) in frontloading academic language and have incorporated this strategy into instruction for both English and Spanish language development as well as for reading comprehension in both languages.
- 3) All teachers in grade K-5 participated in professional development provided through Teaching and Learning on vocabulary development.

Key Objectives for Goal 3

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

Objective 1: EL, EDY, Special Education and African American students will perform at the district average and above or show 5% improvement on the CST in Language Arts and Mathematics

Objective 2: Improved performance on the California Standards Test (CST) in Writing at 4th grade by 5%

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: Continued incorporation of language transition strategies into the Language Arts and Mathematics curriculum-GLAD, Building Biliteracy Guide (BBG), Frontloading, Vocabulary Building.

Key Strategy 2: Continued use and refinement of Buena Vista’s writing program using Step Up To Writing (SUTW).

Key Strategy 3: Weekly release time for teachers, including Special Education teachers, to analyze data and plan for instruction during specials time (arts/dance/acrosports/Sports4kids time,library/music) and/or sub release days

Goal 4: School Climate

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

Data Conclusions for Goal 4

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

Key Findings: During the Community Input meetings in January and February of 2007, the following concerns were expressed:

1. There is a need for a more uniform message from the school as to student behavior expectations
2. Social-emotional learning is important to academic success and it is essential that we promote this type of learning at school. (TRIBES)
3. The adults in the community must be aware of the school rules and support the school's effort enforcing these rules.
4. Communication is important with children and time for them to talk in the classroom and other venues is important.
5. Parents/caregivers would like the school to allow children to eat lunch outside if it can be managed.
6. More inclusion of all parents in the school is needed.
7. Some children lack respect in the school and need time to talk things out.
8. The school needs more assemblies and a weekly school-wide community meeting for improved communication.
9. Community Service experiences could help to involve more students/community members in meaningful activities

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: Increase awareness of school behavioral norms through community building as measured by School Climate Committee surveys, improved attendance and a decrease of students visiting the office for disciplinary behaviors.

Objective 2: Increase community service component experiences for entire school community. Students will be surveyed in order to measure the effectiveness on morale in the fall and in the spring.

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 school climate.]

Key Strategy 1: Weekly whole school morning community circles highlighting school behavior expectations and cultural events

Key Strategy 2: Creation of the School Climate Committee in order to create a more positive learning environment for the students and facilitate more opportunities for student and community involvement at school site.



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: During the Community Input meetings of January and February of 2007, the following concerns were recorded:

1. When teachers need help in the classroom, they need to call and say, "I need you, when are you coming?" Ask for help!
2. Teachers need to use the phone tree more to get assistance with classroom needs.
3. A need for greater teacher-parent communication
4. A need for parents/caregivers to talk to one another
5. Parents/caregivers/volunteers need training on how to be better tutors- literacy and math; family math and science nights were requested
6. The school needs to have higher expectations of the parents especially in the area of doing homework, but also with contributing to the school in some way.
7. More read-alouds involving community volunteers were requested.
8. Requested a school directory, printed and bound.
9. Parents/caregivers need more than one Back-To-School night: too much information for one night
10. Parents/caregivers need resources to help their children, including books and workbooks and other learning materials. These materials need to be organized and housed in an accessible place at the school.

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: Increased Parental/Caregiver involvement with the improvement of their children's academic performance as measured by attendance sign-ins during Parental/Caregiver educational workshops and family nights.

Objective 2: Increased Parental/Caregiver and teacher communication as measured by increased attendance sign-ins during parent/teacher conferences.

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: Monthly Parent/Caregiver workshops designed to improve Parent/Caregivers abilities to help children's academic and social progress in school.

Key Strategy 2: Use of quarterly report card system aligned with the SFUSD semester system. Teachers will meet with parents/caregivers at least two times a year to discuss children's academic progress with each student in the class.

ACTION PLAN

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

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
Key Strategy 1: <ul style="list-style-type: none"> • Continue to improve the implementation of the Houghton-Mifflin Language Arts Curriculum- continue to focus on the 5 components of Houghton-Mifflin instruction: schedule, zone of instruction, classroom environment, materials, instruction. • SCOE to be administered with teacher release time to train, score and analyze assessments and enter data into OARS • Weekly Grade Level Team meetings with principal to analyze data and plan for improved instruction 	8/07-6/08 Every 6-8 weeks Weekly	SCOE Substitute days	\$1500	WSF SIP EIA-LEP	Consultation with Teaching and Learning
Key Strategy 2: <ul style="list-style-type: none"> • Continued to improve the implementation of the Harcourt-Brace Mathematics Curriculum • Math pacing test to be administered with teacher release time to help score assessments and enter data into data base. 	8/07-6/08 8/07-6/08	Copying of Math pacing tests		WSF SIP EIA-LEP	

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.

<ul style="list-style-type: none"> • Weekly Grade Level Team meetings with principal to analyze data and plan for improved instruction. • After California Standards Tests are administered, all teachers will preview curriculum needed to be taught for the following year and begin instruction of this curriculum during the last weeks of school. 	Weekly				
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Monitoring and Assessment for Goal 1

The school’s Leadership team, which meets weekly, will monitor the implementation of the SCOE and Math Pacing Assessment. The assessments will then be evaluated at grade level team meetings, and the data will be collected using the OARS and a Math Pacing Assessment data collection system to measure student’s progress.

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?*

<ul style="list-style-type: none"> • Restructure SPED program whereas the RSP teacher is included and the SDC's are able to focus K/1st, 2nd/3rd, and 4th/5th grade spans. • Special Education funds to be used to purchase needed assessment materials such as the Woodcock-Johnson. They will also be used to purchase educational materials for Special Education students. • All students, including Special Education students, African American Students, EDY students, GATE students and EL students will be involved with a variety of quality music, art, dance and movement classes in order to allow for all students to access the core curriculum in the area of the visual and performing arts and Physical Education. 	8/07-6/08				
	8/07-10/08	Assessment materials, educational materials	\$1,607	WSF	Special Ed. Dept Special Ed Funding
	9/07-6/08	Art materials, art, dance and movement teachers	\$5,332 \$13,763 \$23,000	Proposition H Art, Music & PE equipment Buena Vista PTA	Sports4Kids Program

Monitoring and Assessment for Goal 2

The school's Leadership team, which meets weekly and includes the ELD Specialist and the Spanish Literacy Specialist, will monitor the implementation of the school's ELD program using such data as the CELDT and Rigby Assessments. The GAC will monitor the GATE program at the school using student and parental/caregiver surveys.

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?*

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
Key Strategy 1: <ul style="list-style-type: none"> • Continue to work with the two-way BBG (4th and 5th grades do not have this yet) and Focused Approach including Frontloading for literacy development in both languages • Continue to practice the Focused Approach including Frontloading for literacy development in both languages • Continue vocabulary development Professional Development 	8/07-6/08				Multilingual Dept. Teaching and Learning
Key Strategy 2: <ul style="list-style-type: none"> • Continue to integrate Step Up To Writing (SUTW) into the core English Language Arts (ELA) and Spanish Language Arts (SLA) curriculum • Continue to use the assessments development through the Teacher Learning Grant from the SF Ed Fund, “Using Assessment to Plan for Writing Instruction,” 	8/07-6/08				Teaching and Learning

Monitoring and Assessment for Goal 3

The school’s Leadership team, which meets weekly and includes the ELD Specialist and the Spanish Literacy Specialist, will monitor the implementation of the school’s ELD program using such data as the CELDT and Rigby Assessments. The ELD specialist working with the Leadership team will help teachers to look at data collected from the writing samples which will be able to measure the student’s progress regarding writing, English Language Arts development.

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?

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.

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
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> Entire school community meetings on Mondays before school starts. Questionnaires will be given to teachers regarding the effectiveness of this practice. Surveys to parents/caregivers will be given for feedback to be reviewed by the SSC and Leadership Team and School Climate Committee. All teachers will teach required health education lessons (20 a year) Continuation of the Sports4Kids program- teachers will be surveyed and these will be reviewed by the SSC and Leadership team. 	<p>8/07-6/08 8/07-6/08 8/07-6/08</p>	<p>Printing Coach</p>	<p>\$5,000 copier contracts \$24,000</p>	<p>WSF PTA</p>	<p>School Health Programs</p>
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> Monthly School Climate Meetings Continue to keep the front door closed for safety Annual school clean up day Continue our “Good Attendance Club” targeting students/parents & caregivers with truancy issues in order to encourage them towards good attendance Coordinated Services Team (CST) will meet bi-weekly in order to monitor attendance and work with the SART. Social needs will be monitored and managed during these meetings. 	<p>8/07-6/08 8/07-6/08 10/07 Monthly 9/07-6/08 Bi-weekly 9/07-6/08</p>	<p> Learning Support Professional (LSP) LSP</p>	<p> .5 fte \$24,000 \$24,000</p>	<p> Proposition H Proposition H</p>	<p>School Health Programs School Health Programs (SHP) SHP</p>

Monitoring and Assessment for Goal 4

Questionnaires and surveys will be given to teacher regarding the effectiveness of these strategies and the SSC, Leadership Team, and School Climate Committee will evaluate the effectiveness regarding the progress towards achieving the desired objectives. Community meetings will also give opportunities for feedback to be used to give information towards the adjustment of the school site plan.

Questions to cover:

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. *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:</p> <ul style="list-style-type: none"> • Monthly caregiver/parent academic success workshops by teachers and other agencies such as the Exploratorium. This will be monitored by the SSC, surveys will be used to collect data. • Increased amount of materials available from school site for parents/caregivers to use at home with their children. There will be a place given and organization of these materials. This will be monitored by the SSC and Leadership Team; surveys will be used to collect data. 	9/07-5/08	Childcare Educational materials	\$300	PTA	Teaching and Learning
	9/07-6/08	Educational materials	\$6,000	WSF	Teaching and Learning
		Librarian-.5	\$40,000	Proposition H	Library services
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> • School will use quarterly report cards to more frequently inform parents/caregivers of children’s progress. Consultant will assist with upkeep of Buena Vista’s Database • PTA will continue to reach out to parents/caregivers with monthly meetings planned to increase schoolwide communication. Social and work events will be planned in order to improve the school environment and to fundraise. • Written translations of all important meetings including ELAC, SSC, GAC and PTA • Mailings to parents of EL students concerning educational opportunities 	11/07, 1/08, 3/08, 6/08	Technology Consultant	\$2,000	WSF	ITD
	9/07-6/08	Childcare	\$1,000	PTA	
	8/07-6/08	Translator	\$1,500	PTA	
	8/07-6/08	Postage	\$1,000	WSF	

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.

<ul style="list-style-type: none"> • Parent/caregiver representatives will be recruited, supported, elected and trained to continue the functioning ELAC and GAC including monitoring the EL and GATE programs. 	9/07	Written and oral translation	\$1,500	PTA	
<ul style="list-style-type: none"> • Monthly parent/caregiver chats with principal to provide two-way communication with parents/caregivers-morning breakfast 	8/07-6/08				
<ul style="list-style-type: none"> • Weekly parent/caregiver bulletin send home using purple envelopes 	9/07-6/08				

Monitoring and Assessment for Goal 5

The SSC and Leadership Team will monitor these high leverage activities through the use of parent/caregiver surveys to evaluate effectiveness of these activities. Community meetings will also give feedback regarding these activities.

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?*
-

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
Larry Alegre		X					N/A
Susana Baldwin			X				10-05
Maria Emma Pleitez			X				10-05
Linda Oppelt-Perez			X				10-06
Gloria Herrera				X			10-06
Julie Tapley					X		10-05
Tracy Dauphin					X		10-05
Amy Trusso					X		10-05
David Zovickian					X		10-06
Coco Mendez					X		10-05
Numbers of members of each category		1	3	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 schoolsite and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

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

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Larry Alegre		X						N/A
Holly Link				X				10-05
Rosario Ramirez					X			10-05
Maria Perez					X			10-06
Audalia Rodriguez				X	X			10-06
Luisa Sanchez					X			
Numbers of members of each category		1		2	4			

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:

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

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