

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Independence High School

School

-----3830197-----

CDS Code

March 8, 2007

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. <u>Student Achievement Monitoring System(s)</u> 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. <u>Ongoing Instructional Assistance and Support for Teachers</u> 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. <u>Monthly Teacher Collaboration by Grade/Content Level</u> 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. <u>Lesson Pacing Schedule (K-8)/Intervention (9-12)</u> 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. <u>Fiscal Support</u> 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 underperforming 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:

To begin to bridge the achievement gap for underperforming subgroups: African Americans, English Learners, Hispanic, SPED. (This is a goal in our WASC Action Plan.)

Rationales:

Performance assessment scores for these subgroups lag below schoolwide, District, and state scores.

A high percentage of students from these subgroups are consistently earning poor grades.

To address the transition from ELD instruction to mainstream instruction for EL students.

Students from these sub-groups make up a high percentage of those not passing the CAHSEE.

High-leverage activities:

Teacher/counselors will identify underperforming students on their rosters.

Teacher-counselors will discuss underperforming students at regular faculty meetings in a case study format.

The Student Study Team will be utilized to develop meaningful interventions for underperforming students.

Increase and enhance family community involvement with underperforming students.

Increase and enhance tutoring opportunities in the community serving underperforming students.

Current-Year Objective 2:

**To establish a schoolwide protocol for teacher collaboration to improve student learning.
(This is a goal in our WASC Action Plan.)**

Rationales:

To ensure consistency across the curriculum.

To review and implement common assessments across assignments and projects.

To strengthen literacy and math components in all projects across the curriculum.

High-leverage activities:

All faculty will observe one another at least three times and complete peer observation rubric to establish a common baseline for teaching and learning.

Faculty will meet in committees to develop course outlines in core subjects as a common guide for instruction.

Faculty will create a standard baseline rubric for all core subjects.

Faculty will create a standard guideline for student work portfolios.

Faculty will create a standard guideline for student projects based assignments.

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:

A gender gap exists for IHS students with matched scores on the CST. In English/Language Arts, 45% of females demonstrated gains, as opposed to 35% of males. In mathematics, 30% of males demonstrated gains, as opposed to 24% of females. Results according to grade levels are as follows: 10th and 12th graders' gains in English/Language Arts exceeded the school's overall gains, while 9th and 11th graders lagged behind. Conversely, in mathematics, 9th and 11th graders' gains exceeded the school's numbers while 10th and 12th graders scored below.

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: Independence High School will achieve API targets, including all sub-group targets.

Objective 2: Matched scores for students scoring below the 40th percentile on CST will improve by 10%. Identified students will be placed in specially designed reading and math classes to improve their skills.

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: To begin to bridge the achievement gap for underperforming subgroups - African Americans, English Learners, Hispanic, SPED – students at risk of failure will be more quickly identified and served.

Key Strategy 2: REACH, SRA math, 11th grade intervention, and after-school tutoring in English/Language Arts and mathematics will continue to be offered to those students at risk of not passing CAHSEE.

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:

Although 39% of IHS students with matched scores on the English/Language Arts section of the CST demonstrated a gain, only 28% of African Americans and 19% of English Learners demonstrated a comparable gain. In mathematics, 27% of IHS students demonstrated gains on the CST, while only 22% of EL students and 13% of RSP students similarly gained.

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: As a result of utilizing ELD and SDAIE strategies, 100% of EL students will receive appropriate support to meet their curricular needs and to assure timely redesignation of EL students at Independence High School.

Objective 2: 100% of students will be enrolled in core classes and electives that address their academic needs and interests. 100% of underachieving students will receive support from teacher/counselors in the form of differentiated instruction and referrals for tutoring.

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 students, including underperforming subgroups, will have access to the full spectrum of required courses, including electives.

Key Strategy 2: Adopted texts and adopted works of literature on tape will be purchased to be utilized with specialized equipment to support auditory learners in core classes and electives.

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:

As Independence High School has an extremely transient student population, it is a challenge to follow a cohort of students through the grades or to draw any meaningful longitudinal conclusions regarding trend data. That said, Independence High School student achievement data indicate much room for growth overall across all student groups. CST test scores for all IHS students, grades 9-11, including EDY, EL, SPED, and GATE, for the years 2003-2005 fall below the national average. In the areas of math, language, and social science, the scores fall below the 50th percentile. In the areas of reading and science, the scores fall below the 40th percentile. Therefore, a concerted school-wide effort is necessary to raise these scores across all grade levels. In addition to CST/CAT6 data, teachers use CELDT and CAHSEE results as well as report cards and student portfolios to identify students who require differentiated instructional strategies in order to be successful.

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: 100% of faculty meeting will have time set aside for teacher/counselors to share strategies that address differentiating instruction to meet the wide range of student ability levels as evidenced by CST scores.

Objective 2: Where appropriate, each teacher/counselor will begin their lesson with a warm-up activity related to CAHSEE proficiency. Teachers will implement 100% of the time.

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: A schoolwide protocol for teacher collaboration will be established to improve student learning.

Key Strategy 2: Faculty will attend District professional development initiatives on best practices, differentiating instruction, and linking curriculum to standards.

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:

According to student surveys, such as the California Healthy Kids Survey (CHKS) and the Youth Risk Behavior Survey (YRBS), Independence High School is a clean and orderly and safe place for students to learn. Student and parent surveys indicate that the majority of students feel safe and also feel that discipline is fair and consistent at Independence High School. School-wide positive behavior model was incorporated into Academic Plan as the result of analysis of survey data.

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 implement a school-wide positive behavior model.

Objective 2: To increase average daily attendance by 5 % and maintain suspension rate at 0%.

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: Implement computerized telephone system for calling students when they miss an appointment.

Key Strategy 2: HA/HST/HPC and student council will implement monthly thematic activities around health, such as Physical Fitness, Smoking Cessation, Safe Sex, Drug and Alcohol Awareness, and Defensive Driving.

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/guardian surveys indicate that parents feel that their children are safe at Independence High School and that their children are treated with respect by the staff. Parents credit Independence High School with providing their children with an opportunity to succeed after having experienced school failure elsewhere. Results of assessments such as CELDT, LALAR, CST, and CAHSEE are shared with parents in the appropriate home language.

Key Objectives for Goal 5

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

Objective 1: To increase the number of parents who attend conferences and meetings by 10%.

Objective 2: To increase the number of parents participating in the IEP process to 100%.

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: Implement computerized system of telephoning families with meeting reminders.

Key Strategy 2: Hold community meetings at differing times of day and week to maximize participation.

ACTION PLAN

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

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: All students, including underperforming subgroups, will have access to the full spectrum of required courses, including electives.</p> <p>REACH, SRA math, and 11th grade intervention classes will continue to be offered to those students at risk of not passing CAHSEE.</p> <p>Teachers will use data (CST results, CELDT, report cards, student portfolios, and CAHSEE results) from CRUNCHER to identify students who require specialized instructional strategies and remediation in order to be successful.</p> <p>Teacher/counselors will deliver instruction to students at their weekly appointments utilizing adopted texts and materials aligned with the essential State of California content standards.</p>	August '07- June '08	Teacher/Counselor Salaries/Benefits	\$947,604	WSF	
	August '07- June '08				
	August '07- June '08	Classroom Materials	\$35,000	WSF	

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>Teacher/counselors will write weekly lesson plans that reflect differentiated instructional strategies to assist students with special needs (EDY, EL, SPED, and GATE) to achieve standards.</p>	<p>August '07- June '08</p>	<p>SPED Classroom Materials</p>	<p>\$562</p>	<p>SPED</p>	
<p>Teacher/counselors will provide all GATE students appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum at their scheduled appointment.</p>	<p>August '07- June '08</p>	<p>Other Supplies</p>	<p>\$13,732</p>	<p>WSF</p>	<p>Support / Training from Multilingual office</p>
<p>Teacher/counselors will provide all English learners (ELs) during their weekly appointments with English language development (ELD) instruction that is based on ELD standards and appropriate for their identified levels of language proficiency.</p>	<p>August '07- June '08</p>				
<p>Students at risk of not passing CAHSEE will be programmed into REACH and Connecting Concepts classes</p>	<p>August '07- June '08</p>				
<p>SPED students will receive adapted and modified instruction based on the goals and objectives in their Individualized Education Programs.</p>	<p>August '07- June '08</p>				
<p>REACH reading instruction and SRA mathematics instruction will be provided for all students below the proficient level to meet the State's proficient and advanced levels of student academic achievement as cited in NCLB section 1111(b)(1)(D). Classes are offered three times weekly by certificated staff that has attended professional development workshops.</p>	<p>August '07- June '08</p>				
<p>Assistance is available in the library at lunchtime and in the afternoon.</p>	<p>August '07- June '08</p>				

<p>Key Strategy 2: After school tutoring will be continued in CAHSEE preparation in English/Language Arts and mathematics.</p> <p>Tutoring is available after school in CAHSEE preparation in English/Language Arts and mathematics three times a week.</p> <p>CAHSEE Advantage English and CAHSEE Advantage Math by Kaplan will be integrated into the curriculum to support all students in meeting the CAHSEE requirement.</p> <p>Where appropriate, each teacher/counselor will begin their lesson with a warm-up activity related to CAHSEE proficiency. Teachers will implement 100% of the time.</p> <p>Assistance is also available throughout the school day from our instructional aide, school volunteers in the library.</p>	<p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08</p>	<p>Extended Hrs. Classroom Materials</p> <p>N10 Inst. Aide</p>	<p>\$15,000 \$5,000</p>	<p>Central office Central office</p> <p>Central Off</p>	<p>Continue to provide funds.</p> <p>Spec. Ed. Dept. to continue finds</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?*

Students in REACH and Connecting Math Concepts classes will be assessed regularly to monitor progress.

CELDT, LALAR, and other assessment tools will be used to determine appropriate instruction including SDAIE when appropriate.

Principal and RSP will maintain annual IEP master calendar to ensure compliance with timelines.

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: All students, including underperforming subgroups, will have access to the full spectrum of required courses, including electives.</p> <p>Math/Literacy Specialist will offer remediation in math and reading to all students, including students in underperforming subgroups.</p> <p>Leadership and Computer Office classes as well as a CAHSEE preparation class are offered. The computer lab is additionally available to students throughout the school day.</p> <p>Annual IEPs will be written by the RSP and aligned to state core content standards and reflect students' present levels of performance.</p> <p>Teachers of EL students will target listening, speaking, reading, and writing skills with their students, based on ELD standards.</p> <p>Students will be provided day passes to 24-Hour Fitness to meet physical education graduation requirement in a world-class</p>	<p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08</p>	<p>Math/Literacy Specialist Salary/Benefits</p> <p>Classroom Materials</p> <p>Teacher Salary/Benefits</p> <p>Resource Specialist Salary/Benefits</p> <p>EL materials</p>	<p>\$38,851</p> <p>\$20,210</p> <p>\$38,851</p> <p>\$7,644</p>	<p>EIA/SCE</p> <p>EIA/SCE</p> <p>WSF</p> <p>EIA/LEP</p> <p>Prop H</p>	<p>Funds from Special Ed. Dept.</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>facility.</p> <p>Principal, Leadership Team, and SSC will develop a professional development plan for the year based on student needs and WASC Action Plan.</p> <p>Utilizing CRUNCHER, data-driven professional development activities will be provided to address the language and academic needs of EL students.</p> <p>Faculty will attend CABA conference to gather materials and information on best practices for meeting the needs of EL students.</p> <p>EL students will be provided with supplementary materials to aide in their understanding of content standards.</p> <p>GATE students will access to enrichment activities to enhance their curriculum.</p>	<p>August '07-October '08</p> <p>August '07-June '08</p> <p>Srping '07 (3 days)</p> <p>August '07-June '08</p> <p>August '07-June '08</p>	<p>24 Hr. Fitness passes Dues/member ship</p> <p>Other Suppl.</p> <p>Conference Fees</p> <p>Classroom Materials</p> <p>Classroom Materials</p>	<p>\$7,500</p> <p>\$3,000</p> <p>\$3,000</p> <p>\$7,644</p> <p>\$2,000</p>	<p>Sports/ PE Equipment</p> <p>WSF</p> <p>EIA/LEP and WSF</p> <p>EIA/LEP</p> <p>WSF</p>	
<p>Key Strategy 2: Adopted texts and adopted works of literature on tape will be purchased to be utilized with specialized equipment to support auditory learners.</p> <p>Add to our library collection, including books on tape, to assist auditory learners, available to all students.</p> <p>Teacher/counselors and instructional aide will deliver instruction according to the learning styles of the students, including the utilization of supplementary materials and books on tape.</p>	<p>August – October</p> <p>August '07-June '08</p>	<p>Reference and Library Books</p> <p>N10 Instructional Aide</p> <p>Classroom</p>	<p>\$4,852</p> <p>\$2,000</p>	<p>PROP H Libraries</p> <p>District</p>	<p>Special Ed. Dept. funds</p>

		Materials		WSF	
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Monitoring and Assessment for Goal 2

Questions to cover:

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

Regular parent conferences regarding individual student achievement at each report card period.

Monthly SSC/SAC/ELAC meetings.

Results of Fall and Spring parent surveys for the purpose of gauging parent/community satisfaction with the program.

Utilizing CRUNCHER, Principal and faculty will analyze assessment data as it becomes available throughout the year to inform and improve instruction.

CELDT and LALAR will be utilized to determine appropriate instruction, including SDAIE, for EL students.

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.

<p style="text-align: center;">Actions to be Taken to Reach This Goal⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁶ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: A schoolwide protocol for teacher collaboration will be established to improve student learning.</p> <p>Faculty meeting time will be set aside to work on a schoolwide protocol for improved student learning. This is part of our WASC Action Plan. Rubrics will be developed for assignments, grading, and project-based learning.</p> <p>Faculty will attend CADA conference to learn about best practices for school-wide student activities.</p> <p>Faculty will attend Consortium for Independent Study conference to learn latest compliance items.</p> <p>Students will participate in field trips related to the curriculum, such as Math and Science Day at Great America, Open House at the Art Institute., and visits to local college campuses.</p> <p>New computer equipment will be purchased and depreciated and stolen computer equipment will be replaced to fully equip the computer lab and double the number of stations in each classroom.</p>	<p>August '07- June '08</p> <p>Spring '08</p> <p>Fall '07</p> <p>May '08</p> <p>August '07</p>	<p>Dues/Membership Conferences</p> <p>Conference Fees</p> <p>Conference Fees</p> <p>Mileage</p> <p>Fieldtrips</p> <p>Technology Equipment and security</p>	<p>\$1,000</p> <p>\$2,000</p> <p>\$2,000</p> <p>\$500</p> <p>\$2,500</p> <p>\$24,270</p>	<p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF Discretionary Block Grant Instruct.Ed Tech</p>	

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

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

<p>Independence High School will develop partnerships with local art museums, theaters, and concert venues to provide our students with world-class community experiences in the arts.</p>	<p>August '07</p>	<p>Dues/Memberships</p> <p>Classroom Materials</p>	<p>\$9,000</p> <p>\$7,431</p>	<p>Art, Music & PE Equipment</p> <p>Prop H Arts</p>	
<p>Key Strategy 2: Faculty will attend District professional development initiatives on best practices, differentiating instruction, and linking curriculum to standards.</p> <p>Faculty will attend District professional development initiatives in best practices and differentiating instruction and will bring back strategies and best practices to the faculty.</p> <p>New teachers will participate in BTSA training along with their on-site mentors.</p> <p>Administrative assistants will support the Principal and faculty, performing duties as assigned.</p> <p>Extended calendar for administrative assistants to perform duties relative to the closing and reopening of school.</p> <p>Release time for substitute coverage for teachers attending conferences or participating in BTSA activities.</p> <p>Extended calendar for faculty to attend professional development after school.</p> <p>Reproduction/Distribution of Independence High School Student Planner to assist students with time management and studying, at no charge to student.</p>	<p>August '07 and January '08</p> <p>August '07-June '08</p> <p>August '07-June '08</p> <p>June '08</p> <p>August '07-June '08</p> <p>October '07</p> <p>August '07</p>	<p>Clerical Staff Salaries</p> <p>Extended Days</p> <p>Substitute Coverage</p> <p>Extended Calendar</p> <p>Outside Printing</p>	<p>\$105,390</p> <p>\$5,000</p> <p>\$2,500</p> <p>\$5,000</p> <p>\$2,600</p>	<p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF</p>	<p>Provide continuance training with schoolwide PDs.</p> <p>Support from Teaching and Learning</p>

Monitoring and Assessment for Goal 3

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?*
-

Utilizing CRUNCHER, Principal and faculty will analyze assessment data as it comes available throughout the year to inform and improve instruction.

Professional collaboration among teachers of GATE students focuses on how to differentiate instruction/curriculum to challenge GATE students.

- Best practices are shared at grade level meetings regarding open-ended and independent research projects to further stimulate the learning of GATE and honors/AP students.

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: To implement a school-wide positive behavior model.</p> <p>District and school site policies and rules are enforced by developing, reviewing, sharing, and posting rules related to safety and school climate expectations.</p> <p>Procedures for natural disasters and other emergencies, such as earthquake, fire, intruder, and intruders are posted. Fire, earthquake, lockdown, and intruder drills practiced monthly.</p> <p>School site staff will assist with the implementation of individual student behavior plans. SST/SAP process contributes to student empowerment and positive climate.</p> <p>School-wide Crisis Response Team in place, including emergency phone tree, updated annually.</p> <p>Professional development time will be allocated to safety/climate issues such as crime prevention, security, and school and personnel safety.</p> <p>Flyers are sent home and posted around the school to promote a safe, smoke-free campus.</p>	<p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08</p> <p>October '07</p> <p>August '07- June '08</p>	<p>Postage</p>	<p>\$200</p>		

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

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

<p>School Health Coordinator will review School Health Plan and train other staff in issues related to student health.</p> <p>All parents and guardians receive the SFUSD Parent/Student Handbook. Routine communication is ongoing between school site and parents/guardians. Parents/guardians are notified in a timely manner regarding their student's nonattendance at school.</p> <p>Continue to contract with Edgewood Center for Families and Children for coaching services on site and liaison work with other agencies serving our students.</p>	<p>August '07</p> <p>Fall '07</p>	<p>Consultant Fees</p>	<p>\$20,000</p>	<p>WSF</p>	
<p>Key Strategy 2: To increase average daily attendance by 5 % and maintain suspension rate at 0%.</p> <p>District and school site policies and rules are enforced by developing, reviewing, sharing, and posting rules related to safety and school climate expectations.</p> <p>School-wide emphasis on safe, secure environment, free of verbal "slurs", including signs posted at entrances and exits to campus.</p> <p>Key staff (Principal, clerks, two teacher) carries walkie-talkies to ensure communication from all parts of the campus and to ensure safe transitions for students to and from campus.</p> <p>Enforce all SFUSD safety policies: sexual harassment, anti-slur, tobacco/alcohol awareness, controlled substances, gender equity.</p> <p>Auto-dialer and warning letters utilized to monitor students with attendance issues.</p>	<p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08</p>	<p>Postage</p>	<p>\$1,500</p>		<p>Technical Support</p>

Monitoring and Assessment for Goal 4

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?*
-

Attendance records, suspension data, health surveys, satisfaction surveys, and referrals to community agencies.

Youth Risk Survey administered to the students in the Fall/Spring semester.

Evaluation surveys will be implemented for health awareness events for positive alternatives.

Visitors' sign-in book maintained in the office.

Site administration will meet regularly with Security Guard and Car 29 officers to review security measures.

<p>Each parent, student and staff will sign the home-school compact (independent study agreement) each semester.</p> <p>The parent involvement policy will be distributed to all families.</p> <p>Parent/teacher conferences will be held semi-annually.</p> <p>Translation services available on site for parent meetings and conferences.</p>	<p>August '07 and January '08</p> <p>August '07</p> <p>October '07 and March '08</p> <p>August '07- June '08</p>				
<p>Key Strategy 2: To increase the number of parents participating in the IEP process to 100%.</p> <p>All IEPs will be completed according to legal timelines, held no less than once annually.</p> <p>Parents of students with disabilities will be informed of their child's progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP.</p> <p>Monthly workshops for parents on topics which will increase capacity to monitor child's progress such as: Holding an Effective Parent/Teacher Conference; California Content Standards as a Tool for Parents; Enrollment, and other topics to be determined by parent per their interest. Bilingual notices are sent home prior to each event.</p> <p>Workshops will be developed for parents of underperforming students, focusing on CAHSEE, helping with homework, time management, and college planning.</p>	<p>August '07- June '08</p> <p>August '07- June '08</p> <p>August '07- June '08 (monthly)</p> <p>September - February</p>	<p>Supplies</p>	<p>\$300</p>	<p>WSF</p>	

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?*
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Parent meeting sign-in sheets, meeting agendas, and minutes.

Documentation of parent conferences.

Parent satisfaction survey results.

Parent feedback to teacher/counselors by telephone or in writing.

Annual Independent Study Audit.

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
Jennie Chin-Low		X					
Douglas, Robert					X		10/06
Ramirez, Vince					X		10/06
Uribe, Diana					X		10/05
Williams, Michelle					X		10/06
Reyes, Kristine						X	10/06
Rodriguez, Daniel						X	10/06
Selesneva, Lena						X	10/06
Aleman, Alicia				X			10/05
Purganan, Mary-Grace			X				10/05
Mednick, Avram			X				10/05
Numbers of members of each category		1	2	1	4	3	

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
DeVizcarra, Maribel							X	10/06
Alter, Joseph			X					
Chin-Low, Jennie		X						
Numbers of members of each category		1	1				1	

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

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

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
Douglas, Robert					X		
Kierans, Peter					X		
Williams, Michelle					X		
Alter, Joseph							
Chin-Low, Jennie		X					
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: 02/08/07
 - B. One meeting to present plan upon its completion.
DATE: 03/08/07
7. This school plan was adopted by the school site council on: 03/08/07.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

Jennie Chin-Low

Typed name of school principal

Signature of school principal

03/16/07

Date

Typed name of SSC chairperson

Signature of SSC chairperson

__03/16/07__
Date