

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

**[Chinese Education Center]**

School

38-68478-60895699:005

CDS Code

(April 13, 2007)

Date of this plan/revision

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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

## **DATA SUMMARY**

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

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## EXECUTIVE SUMMARY

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### **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:*

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**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:** At least 50% of those students who have attended a one-year program at CEC will demonstrate one level of growth in the annual CELDT, 2007 as indicated in the Annual Measurable Achievement Objective #1.

Key strategies include periodic assessments in ELA and Math to track student progress, use of State adopted materials, bilingual instruction and participation in extended learning programs. All students participate in an intensive English language development program with an emphasis on developing their listening, speaking, reading and writing skills on a daily basis. Explicit instruction in phonemic awareness and phonics is integrated in all subject areas. Based on assessments, all students are placed in leveled reading groups and targeted students attend a reading lab twice a week for enrichment. From February to June, 2007, about 115 students attend an after school program funded by an EXCEL grant.

CEC students face many new and hard challenges. They have to adjust to a different school system and a new culture, and acquire a new language at CEC. To address their academic needs, the school provides a comprehensive and specially designed program that focus on intensive English language development, bilingual and SDAIE instruction, and adapting and modifying the curriculum that is standards-based. Historically, the students performed at grade level in Math and Chinese Language Arts and far below grade level in English Language Arts. We believe teaching Math with bilingual and SDAIE methodologies has contributed to the achievements in Math. All students are placed in Rigby on Our Way to English and the Houghton Mifflin reading program at least two levels below their grade level, but they are making steady progress, as indicated by the DIBELS and the Rigby and Houghton Mifflin assessment data. Besides the academic curriculum, all students attend standard-based visual arts, dance, physical education, nutrition and health, and conflict management classes. We work

closely with community agencies in Chinatown and the City to provide additional services to our families on health, housing, counseling and finding jobs.

Even though our students are learning English for the first time, CEC is considered a Program Improvement School for failure of meeting the NCLB requirement. As a Program Improvement School, four teachers provide English language arts tutorial for 20 identified students two times a week afterschool, from November, 2006 to April, 2007, through the ACE Tutorial Service, a supplemental service provider of NCLB.

WSF, ELAP and categorical funds are spent on funding teachers, a substitute teacher on special assignments and paraprofessionals to support underperforming students through extended hours and tutoring in the regular and after school programs.

Through the support of the San Francisco School Volunteers, there is a volunteer assigned to every classroom to tutor individual and small groups of underperforming students in reading and math. The Primary Intervention Program provides play therapy to about 15 identified students in grades K-3 each week. The Elementary Student Advisor, the Learning Support Consultant, and community agencies work collaboratively to provide services and resources for the newcomer families. Progress of targeted students is reviewed at monthly faculty meetings and recommendations are made to address their needs.

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**Current-Year Objective 2:** All students participate in a school wide monthly writing project by incorporating targeted vocabulary words, and will increase writing skills by at least one performance level, according to the Rigby writing rubrics by May, 2007.

Key strategies include school participation in the district Vocabulary Initiative School project, in which two teachers attended training as facilitators for four site-based inservice workshops, and professional development in reading comprehension by Rigby consultants. Teachers provide students with extensive exposure to high frequency words and new words from the Rigby and Houghton Mifflin units through many activities across the curriculum. To improve writing, teachers utilize best practices such as model writing, interactive writing, daily journals, word walls, and graphic organizers and promote daily student writing of different genres. Writing in Chinese is promoted in every classroom to develop students' writing ability in their primary language.

From January to June, 2007, teachers collect monthly student writing samples, score them according to the Rigby rubric, analyze them with reference to the ELD writing standards, tally the number of targeted words used and identify improvement strategies for each group of students in a faculty meeting.

The big challenge is that all students will take a long time to meet grade level writing standards. However, monthly student writing collection data have demonstrated that students are moving up the Rigby rubric scale by gaining skills in writing fluency, use of vocabulary, grammar, and writing conventions. The school's effort in increasing teachers' capacity in teaching reading comprehension and writing through two district professional development days and continuous conversations on writing at monthly curriculum meetings have proven effective.

WSF and categorical funds are spent on funding paraprofessionals and instructional materials to support student writing.

A librarian, who comes one day a week, reads a new book to every class in English to promote reading comprehension and vocabulary development. She also coordinates the Reading Is Fundamental program and distributes books to students three times during the year. Since she schedules library hours for all seven classes on the day she comes, there is limited time left for her to teach upper grade students research skills using the computer. It is our wish that we will have a librarian for two days a week in 2007-2008.

The SFSV volunteers help students with writing and editing their own work on a weekly basis.

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**Current-Year Objective 3:** There will be 100% parent/guardian participation at all parent conferences throughout the year and at least 25% of all parent/guardians will attend the monthly parent education workshops and School Site Council meetings.

All parent workshops, community meetings and School Site Council meetings are attended by at least 25 parents/guardians each time. They are conducted in Chinese or translation is provided. Weekly Bulletins and special announcements go home in Chinese and English. Our parents volunteer at the annual Thanksgiving lunch, field trips and special events.

A parent education calendar was established for the school year to include Nutrition and Health, Roles and Functions of SSC/ELAC, Programs for ELL students in SFUSD, How to Help Your Children on Homework, Home Literacy, Home Math, and Preparing for a New School. Categorical funds are spent on supplies, translation services, Chinese soft wares, and stamps.

We have a Learning Support Consultant who is Mandarin speaking and comes one day a week. Our newcomer families require a lot more mental health and family relations services than we can currently offer on a regular basis. We hope that the School Health Department will be able to send us a Learning Support Consultant who is Mandarin or Cantonese speaking for at least 2.5 days a week in 2007-2008.

## 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.

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### 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:** CEC scored 600 on the State API in 2005-2006, and met growth target with a gain of 77 points. We ranked second among the elementary schools in the District in achieving the highest gains on the API. In addition, our API has been on an upward trend in the past four years.

In the CST ELA, grades 2<sup>nd</sup>-5<sup>th</sup> performed higher than previous years with a double digit growth at Basic & Above, and in grades 2 and 4, 5% and 4% of the students scored at Proficient & Above respectively.

In the CST Math, % of students scored at Basic & Above is as follows: 2<sup>nd</sup> (90%), 3<sup>rd</sup> (74%), 4<sup>th</sup> (79%) and 5<sup>th</sup> (78%). Grade 2 and 4 performed higher than previous years. % of students scored at proficient a& above is as follows: 2<sup>nd</sup> (45%), 3<sup>rd</sup> (53%), 4<sup>th</sup> (65%), 5<sup>th</sup> (56%) A comparison of school to District in percent of students achieving at Proficient or Advance level, grade 4 and 5 out-performed the District average.

In the grade 5 CST Science, % of students scored at Proficient & Above is zero. The terms and vocabulary words in the chapters were difficult for the students to read and remember, and the class usually took a long time to complete a unit.

In the grade 4 California Writing Standards test, there was an increase of 1.3 % of students at a performance level of 4 or higher. In the grade 3 CAT/6 test, both Reading NPR and Math NPR were on an upward trend for the past 3 years.

For total school performance in % of positive change, 24 students who have attended CEC for at least 12 months made 50.0% positive change in CST ELA, and 91.75 % positive change in CST Math.

All students take a pre-post Chinese language arts test and placed in leveled reading groups according to test results. They attend daily Chinese language arts classes taught by their classroom teachers or paraprofessionals, and use District adopted Chinese language arts materials. Post test data in June, 2006 showed 90% of the students have increased by one reading level after one year of Chinese language arts instruction.

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### **Key Objectives for Goal 1**

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

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**Objective 1: At least 50% of students who have attended a one-year program at CEC will demonstrate one level of growth in the Annual Measurable Achievement Objective #1, which measures student progress in English language development.**

**Objective 2: District recommends that the school will meet its statewide API target of 610 points. The school will reach the goal of testing at least 95% of eligible students. The ELA target is to move at least 35% or 9 student to the basic or above basic range. The math target is to move at least 10% or 1 student to the above basic range.**

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### **Key Strategies for Goal 1**

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

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**Key Strategy 1:** Daily implementation of the Rigby on Our Way to English/Houghton Mifflin programs and completion of at least 5 units/5 themes per level respectively by June, 2008 in every classroom. All students will be assessed for listening, speaking, spelling, vocabulary development, oral reading and comprehension at the end of each unit with teacher-made tests and Rigby/Houghton Mifflin assessments to measure progress and inform instruction.

**Key Strategy 2:** Daily implementation of Harcourt Math through a bilingual approach, and completion of all units in every classroom by June, 2008.

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### **Goal 2: Academic Equity**

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

### **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:** All students in Kindergarten through 5<sup>th</sup> grade have access to all the core subjects in English and Chinese language arts, mathematics, science, and social studies, visual and performing arts, health and physical education, and Internet Global English. All teachers implement the Rigby on Our Way to English program, supplemented by the Houghton Mifflin Reading/Language Arts curriculum and assessment tools, on a regular basis. There is a strong emphasis on teaching phonemic awareness, phonics, and vocabulary development in every English language arts lesson. All content subjects are taught with bilingual methodology and according to the required instructional minutes each day.

CEC students in grades K-5 are assessed with the District recommended Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times a year for Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation, and Nonsense Word Fluency. Students in grades 2-5 are also assessed for Oral Reading Fluency and Reading Comprehension. In school year 2006-2007, 84 students took the initial and mid-year DIBELS assessments, 25 % or 21 students met benchmark in all skill areas in both assessments. The mid-year benchmarks are substantially higher than the initial benchmarks.

85% of our students performed at or above 75% on site-based math assessments. All students are on grade levels in math. Teachers use a bilingual approach in math instruction, with an emphasis on understanding math terms and problem solving. Math charts, graphic organizers, and bilingual math word walls support students in their daily math lessons. The annual CST/Math data provide evidence of a successful math program in the school.

### **Key Objectives for Goal 2**

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

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**Objective 1: All students in K-5 who have attended one school year at CEC, including Special Education/High Potential students, will master basic English literacy skills by meeting benchmarks for DIBELS, a site based assessment, in Initial Sound Fluency, Letter Naming Fluency, and Nonsense Word Fluency, and students in grade 1-5 will make 50% growth in Oral Reading Fluency and Reading Comprehension by June, 2008.**

**Objective 2: 100% of all students, K-5 who have attended one school year at CEC, including Special Education/High Potential students, will score at least 75% on each Elementary Math Formative End of Unit Assessment given throughout the year.**

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### **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.]*

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**Key Strategy 1:** All students who have attended one school year at CEC by June, 2008 will take the Initial, Mid-year and Year-End DIBELS during the school year to monitor progress in English literacy skills. Based on initial test data, these students will be placed in leveled reading groups with leveled reading materials in Rigby. Students in 5<sup>th</sup> grade will also use the Houghton Mifflin materials as a supplement. The English language development program makes it a

priority to provide effective decoding instruction through explicit phonemic awareness and phonic activities to support reading and vocabulary development.

**Key Strategy 2:** All students will receive daily help on math homework in the EXCEL afterschool program and are expected to complete their math homework before they go home. Newly enrolled students and those who scored below 75% on any Formative Unit test will receive individual and/or small group math tutorial from a math tutor afterschool.

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### **Goal 3: Instruction Improvement**

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

#### **Data Conclusions related to Goal 3**

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

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**Key Findings:** In August and September of 2006, teachers analyzed student data from CELDT, CST/ELS, CST/Math, Cat/6, Grade 4 CST/Writing, Brigance, and site-based assessments, and concluded that the focus areas for improvement would be reading comprehension, writing and vocabulary development in English language arts, and understanding word problems in Mathematics. Professional development during the year was focused on reading comprehension, writing and vocabulary development. All teachers participated in two workshops on Reading Comprehension for Newcomer Students that was presented by a Rigby consultant. CEC participated in the Vocabulary Initiative School project and all teachers attended four site-based inservice workshops on vocabulary development facilitated by two teachers who attended district training. Monthly student writing collection begins in January, 2007. Student writings will include as many new vocabulary words that the students have learned as possible. At the monthly curriculum meetings, teachers score and analyze individual student's writing based on the Rigby rubric. At the end of each collection, each teacher completes a form that identifies the students' writing levels and the differentiated strategies that will be used for each group of students.

All students take Harcourt Math Formative End of Unit Tests and teachers monitor their on-going progress. Students who are underperforming in math receive daily math homework help afterschool. In school year 2005-2006, 5% of students performed at 70% and above at the initial Math Steps assessment and 50% of students performed at 70% and above at the year-end assessments. Math Steps is a state adopted math assessment program and CEC has translated into Chinese to eliminate the language barrier for our students when they take the test.

#### **Key Objectives for Goal 3**

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

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**Objective 1: All students will participate in a school wide monthly writing project beginning January, 2008 to improve writing skills by at least one performance level according to the Rigby writing rubrics, and will demonstrate use of vocabulary words from each Rigby/Houghton Mifflin unit in their writings by May, 2008.**

**Objective 2: All students will participate in the Math Steps pre-post test, given in Chinese and score at least 75% on the post test.**

### **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.]*

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**Key Strategy 1:** CEC was a Vocabulary Initiative School in 2006-2007. In the new school year, the school will continue to focus on vocabulary development for all students. In September, 2007, all teachers will participate in the Professional Development Days to review vocabulary instruction and strategies for English language learners in *Getting into Words* by Shira Lubliner, and will develop a scope and sequence of vocabulary development program for students in grades K-5.

**Key Strategy 2:** Students who score below 75% on the Math Steps pre-test will attend afterschool tutorial in the math lab, utilizing Harcourt math software, with the support of paraprofessionals and experienced volunteers on a daily basis.

### **Goal 4: School Climate**

*Ensure a 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.]*

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**Key Findings:** Parent Satisfaction Surveys conducted in January, 2007 gave the highest ratings for satisfaction to School Safety and Cleanliness, the English Language Development program, Daily Homework, Consistent Communication with Parents, Bilingual Instruction, After School Program, and the Daily Home Reading Program. Requests for improvement included: increase time in the after school program, give students the choice to write simplified or traditional Chinese characters, and increase classroom space.

A Student Success Team was established in September, 2006 to provide interventions and support to referred students and families. School Health Department provides a Mandarin speaking Learning Support Consultant who could come only one day a week. In addition, an Elementary Student Advisor provides on-going counseling and follow-up services to identified students and compiles a log of activities and services on a monthly basis. In January, 2007, the school began its first year of the Primary Intervention Program implementation which serves 15 students a week.

The school received an Excel afterschool grant in January, 2007. In addition to the existing afterschool classes, we were able to extend after school opportunities to a total of 115 students. The Excel program began on February 6, 2007.

Student award ceremonies are held twice a year to commend and promote academic achievements and outstanding citizenship

CEC continues to have a high student attendance rate. Except for doctor's appointments, every student comes to school on time daily.

Our Health Advocate teacher presents monthly health lessons with her class to the entire school at morning assemblies. All classes take turns to do a Harvest of the Month presentation during morning assembly throughout the year.

All students participated in dental screening, dental health presentations, vision screening, anti-drug campaign, burn prevention, Jump Rope for Heart and a Dances Across Cultures performance.

Fire, earthquake, and evacuation drills are conducted and logged each month, with the supervision of the SF Fire Department.

#### **Key Objectives for Goal 4**

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

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**Objective 1: Parent Satisfaction Surveys taken in January, 2008 will indicate 100 % satisfaction on school safety, emergency preparation, cleanliness and maintenance of facility.**

**Objective 2: The school will implement the SFUSD Wellness Policy in physical education, nutrition, and health according to the required minutes of instruction and number of lessons per grade per year. The school will collaborate with the Community Education Services (Chinatown Beacon) to implement the EXCEL afterschool program that will serve at least 90 targeted students daily throughout the school year.**

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#### **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.]*

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**Key Strategy 1:** A Crisis Response Team will be established in September, 2007, and all students and staff will practice crisis response drills each month.

**Key Strategy 2:** In September, a Health Advocate will be identified among teachers to coordinate a health related program according to the SFUSD Wellness Policy. In August, Excel program staff will be identified and participate in trainings that include roles and responsibilities, how to help students on homework, developing recreation activities, and communication with parents.

#### **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.]*

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**Key Findings:** There is a 100% parent/guardian participation in all parent-teacher conferences during the year. A parent education program is organized in September to offer monthly

workshops that include topics such as, Roles and Responsibilities of SSC, Effective Parenting, How to Read to Your Child, Nutrition and Health, School Enrollment, ELL Programs in SFUSD, and Fire Prevention. These workshops are presented by District consultants or community groups and attended by at least 30 parents each time. Over 65% of parents attended the Back to School Night and 100% of the newly enrolled families attended the bi-annual orientation meetings with the principal. Our daily Home Reading Program is actively supported by the parents, as evidenced by students' completion of the home reading logs at the end of each month. Our Thanksgiving luncheon brings together parents/guardians, District colleagues, community friends, corporate donors, volunteers and the media to celebrate our student's first Thanksgiving in America. In the celebration, each classroom made a traditional Thanksgiving dish, parents helped serve, and seven roasted turkeys donated by our generous neighbor, the Hilton Hotel. In addition, there was a play performed by students and songs sung in Chinese and English by all the classes.

Our school participated in the Annual Bridge Cup Chinese Language Arts Contest sponsored by SFUSD, SF State University, and the Chinese Consulate of San Francisco. Our students won the top three awards in Chinese essay writing and honors in poetry recital, calligraphy and drawing. The school is fortunate to have the strong support of the San Francisco School Volunteers which has placed over 10 volunteers in our classrooms to tutor students. Through a volunteer's effort, our school received a corporate donation to purchase new library furniture. Since 2001, CEC has offered an afterschool Community Based English Tutorial program to parents and homework help to their children.

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### **Key Objectives for Goal 5**

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

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**Objective 1: School will provide on-going communication with parents through a bilingual Weekly Bulletin, monthly SSC meetings, periodic new family orientation meetings, Back to School Night, parent conferences, and monthly parent education workshops.**

**Objective 2: All students will reach 100% participation, as evidenced by parents' signed-off logs, in the monthly Home Reading program by June, 2008.**

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### **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.]*

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**Key Strategy 1:** By October, 2007, school will establish a new School Site Council, develop a year-long calendar of parent education workshops, and plan and implement the Back to School Night in September. A bilingual Weekly Bulletin will be sent home each week throughout the year. All workshops and meetings will be conducted in Chinese or translation will be provided.

**Key Strategy 2:** In October, 2007, all students will begin their participation in a monthly Home Reading program with a school wide fieldtrip to the Public Library and apply for a library card. All new students/families enrolled after October will be given instructions to apply for a library card. Teachers will collect home reading logs on the first day of each month and results will be posted on the Home Reading Board.

## 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 <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<b>Key Strategy 1:</b> <ul style="list-style-type: none"> <li>• High leverage activities: Teachers and principal will analyze student data on CELDT, LALAR, CST/ELA, CAT/6/ELA, and Brigance, to identify areas for focus and strategies that will increase student performance in ELD.</li> <li>• High leverage activities: Based on test data, teachers will design a program of ELD instruction to address each student’s learning needs in the daily implementation of Rigby On Our Way to English /Houghton Mifflin. Teachers will utilize effective ELD strategies, leveled reading materials, differentiated instruction, and adapt and modify curriculum materials to meet students’ needs.</li> <li>• High leverage activities: Identified students will receive extended ELD support from the teachers, paraprofessionals, and a substitute teacher on special assignment in the regular program to meet ELD standards.</li> <li>• High leverage activities: All students will attend daily Chinese language arts instruction taught by their classroom teachers or a paraprofessional to develop their Chinese literacy.</li> </ul>	8-23-07 8-24-07  9-1-07 6-1-08  8-27-07 6-13-08  8-27-07 6-13-08	T. Ext. Hour (PI School) Subs. Salary Para Salary     A03C	EIA LEP, 10% Title I SWP(\$1813) Sch & Lib Im BG, ELAP \$	Assessment   Multilingual Dept.   Multilingual Dept.  Multilingual Dept

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

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

			Title I SWP	
Key Strategy 2: <ul style="list-style-type: none"> <li>High leverage activities Teachers and principal will analyze student data on CST/Math, CAT/6 Math in September and on-going assessments at monthly curriculum meetings to identify topic strands for focus and develop improvement plans to increase student performance.</li> <li>High leverage activities All teachers will provide daily and weekend math and science homework for all students to reinforce skills and concepts. Homework will be checked daily and missed homework will be made up at noon time study hall.</li> <li>High leverage activities Identified students will receive extended math and science support from paraprofessionals and tutors in the EXCEL after school program daily.</li> </ul>	8-23-07 6-13-08	Int. Supplies	Sch & Lib Im BG	Assessment T & L
	8-27-07 6-13-08	Inst. Supplies	Title 1-SWP	
	8-27-07 6-1-08	3 hours of Para Salary	ELAP Grant	Multilingual Dept

### 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?

1. The school community will review school-wide data bi-annually at SSC meetings to determine the extent to which school is attaining objectives.
2. All teachers and the principal will review school-wide data at faculty meetings three times a year to track student progress and develop action plans for improvement.
3. The principal will collect and review all student progress reports at the end of each report card period to monitor student progress and communicate with each teacher on class progress and needs.
4. All progress reports are written in both Chinese and English and explained in Chinese to parents/guardians.
5. Teachers and principal will examine daily student work and assessment to evaluate progress towards meeting standards in all core areas at monthly curriculum meetings
6. Principal will provide support and feedback to teachers/staff through daily classroom visits, and quarterly collection of lesson plan books.
7. The school will utilize an IEP master calendar that integrates all IEP to ensure compliance with timeliness.

## 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.

<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>3</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>4</sup>                      Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> <li>• High leverage activities: All teachers will develop, organize and implement a Year-Long Curriculum and Instructional Plan that is aligned with standards and includes all core subjects, monthly content topics of instruction and assessments. This plan will help teachers to pace and complete the implementation of the core curriculum as planned for all students.</li> <li>• High leverage activities: The principal, teachers and staff will ensure that there are sufficient textbooks and instructional materials for every student to use in class and to take home. (Williams Uniform Act) In 2007-2008, the library will be updated with 100 new books in English and Chinese. Funds are made available to replace lost or damaged books.</li> <li>• High leverage activities: All students will participate in a visual arts class and a dance class taught by artists in residence, and a book talk presented by a librarian every week during the school year.</li> </ul>	<p style="text-align: center;">Sept '07- June '08</p> <p style="text-align: center;">Sept '07- June '08</p> <p style="text-align: center;">Sept '07 June '08</p>	<p style="text-align: center;">Library Books</p> <p style="text-align: center;">Artists in Residence; Supplies</p>	<p style="text-align: center;">Library Funds Community Donors</p> <p style="text-align: center;">Prop H Arts; Elem. Arts; New State Funds</p>	<p style="text-align: center;">Textbook Office</p> <p style="text-align: center;">Visual &amp; Perf. Arts</p>
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>• High leverage activities: An assessment program and calendar is developed and implemented to include pre-post and periodic assessments in ELA, Math, Chinese LA, and Global English for all students.</li> <li>• High leverage activities: All students will have computer lab time to access the Global English program at least twice a week. Identified 'at risk' students will have additional computer lab time afterschool.</li> <li>• High leverage activities: Curriculum teacher representatives will meet quarterly to plan and facilitate professional development activities based on teacher surveys and student performance data.</li> </ul>	<p style="text-align: center;">Sept '07 May '08</p> <p style="text-align: center;">Sept.'07 May '08</p> <p style="text-align: center;">Sept/Nov/Jan/ Mar, 07-08</p>	<p style="text-align: center;">A09C</p> <p style="text-align: center;">Substitute T. (PI School)</p>	<p style="text-align: center;">EIA-LEP; ELAP \$</p> <p style="text-align: center;">10% Title 1 SWP; EXCEL grant</p>	<p style="text-align: center;">Multilingual Dept</p> <p style="text-align: center;">T &amp; L</p>

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

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

## 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?*
- 

- 1 Faculty meeting time will be set aside each month for teachers to review and analyze student work and share effective strategies for improvement.
- 2 On-going Rigby assessment data and initial and mid-year DIBELS data, and the LALAR will be collected to measure progress, guide lesson planning, reorganize leveled reading groups as needed and give support services to all students in English Language Development
- 3 Teachers in grades 2-4 will provide afterschool reading enrichment activities for identified High Potential Students through Extended Hours.
- 4 At formal and impromptu parent-teacher conferences, teachers will advise students and their parents/guardians of students' performance levels and help students set individual goals for improvement.

### 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 <sup>5</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>6</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1</p> <ul style="list-style-type: none"> <li>• High leverage activities: All teachers will implement vocabulary-enriched reading/language arts lessons that utilize Clarifying Strategy Instruction to strengthen comprehension daily.</li> <li>• High leverage activities: At monthly curriculum meetings, teachers will share effective vocabulary development strategies and analyze vocabulary assessment results. Principal will observe the teachers and students doing explicit vocabulary instruction lessons.</li> <li>• High leverage activities: From January to May, all teachers will collect, score, and analyze monthly student writing samples to identify needs and strategies to meet ELD writing standards.</li> </ul>	<p>Aug, 2007- June, 2008</p> <p>Sept. 2007- June, 2008</p> <p>Jan.2007- May, 2008</p>	<p>Inst. Mat.</p> <p>Inst. Mat.</p>	<p>Sch/Lib IBG; ELAP \$</p> <p>Sch/Lib IBG; ELAP\$</p> <p>Sch/Lib IBG</p>	<p>T &amp; L; Multilingual Dept</p> <p>T &amp; L; Multilingual Dept</p> <p>T &amp; L</p>
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>• High leverage activities: In September and January, all teachers and principal will review the math standards for K-5 and identify effective strategies that include bilingual instruction, math vocabulary word wall, math charts, bilingual glossary, and use of math manipulative.</li> <li>• High leverage activities: Students who score below 75% on each Formative Unit Assessment will be identified and attend after school math tutorial and retake the test.</li> <li>• High leverage activities: All students who attend the EXCEL afterschool program will complete their daily math homework, with support from paraprofessionals and tutors before they go home.</li> </ul>	<p>Sept.,2007 Jan. 2008</p> <p>Nov. 2007- June-2008</p> <p>Sept.-May, 2008</p>	<p>Inst. Mat.</p> <p>AO3C, AO9C, R40C</p> <p>AO3C, AO9C, R40C</p>	<p>Such/Lib IBG ELAP \$</p> <p>WSF, TIIB, EIA LEP, TISWP, Sch/ Lib BG; ELAP</p> <p>Same as above</p>	<p>T &amp; L Multilingual Dept</p> <p>T &amp; L Multilingual Dept</p> <p>SHPD</p>

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

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

### **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?*
- 

1. Data from monthly vocabulary assessments in all classes will be analyzed at curriculum meetings to track student progress.
2. Each classroom will demonstrate vocabulary development through word wall, teaching charts, student word journals that are aligned with Rigby/Houghton Mifflin core curriculum.
3. Teacher analysis of monthly student writing collections will identify on-going student writing needs and modify instruction to meet standards.
4. Principal will collect teachers' lesson plan book three times a year, and review with teachers.
5. Principal will observe lessons on vocabulary development, writing, and math.

## 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 <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1:</b></p> <ul style="list-style-type: none"> <li>• High leverage activities: The school will practice a positive school culture model, with emphasis on CEC Code of Conduct. The code of conduct is reviewed at morning assemblies on a regular basis and the Student Advisor will provide conflict management lessons at school wide assemblies. All parents will receive a copy of the Parent/Student Handbook and CEC School Policy. Safe School Plan and School Code of Conduct will be reviewed at Back to School Night and the first SSC meeting for parents/guardians. All parent meetings will be conducted in Chinese and agenda/minutes will be done bilingually.</li> <li>• High leverage activities: The Crisis Response team will receive district training and support the school on monthly earthquake, fire, and evacuation drills. Emergency and evacuation maps are posted in every room in the school. Principal /secretary will enforce visitor sign-in/out book and ID badge procedure.</li> <li>• High leverage activities: An established SST facilitated by a Learning Support Consultant will implement and monitor the SST process according to schedule. An Elementary Student Advisor will work with the team to provide counseling and follow-up support. The Learning Support Consultant will provide family support services to identified students who are at risk of school failure.</li> </ul>	Aug, 2007- June, 2008	A09C A03C R40C Supplies	EIA LEP, Title 1-SWP, Sch/Lib IBG Discret. BG	SOIS, SHPD, Pupil Services
	Aug, 2007- June, 2008	A09C A03C R40C Staff Salary Supplies	Same as above	SHPD
	Sept, 2007 June, 2008	R40C Salary Inst. Mat.		SHPD Pupil Services
<p><b>Key Strategy 2:</b></p> <ul style="list-style-type: none"> <li>• High leverage activities: All teachers will sign up their classes to do Harvest of the Month presentations at morning assemblies throughout the school year.</li> <li>• High leverage activities: Principal and staff will collaborate with city</li> </ul>	Sept. 2007- June, 2008			SHPD
	Sept, 2007-	Inst. Mat.	Sch/Lib Impr	SHPD

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

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

and community agencies to develop and implement a calendar of health-related presentations that include, Dental Screening, Vision Screening, Burnt Prevention, Say No to Drugs, Jump Rope for Heart, and Pedestrian Safety.	June, 2008	Health Advocate	Blk Gt	
• High leverage activities: Identified ‘at risk’ students will attend the EXCEL afterschool program for tutorial, recreation and homework helps.	Sept. 2007- June, 2008	A09C, A03C R40C, Staff Salary	EXCEL Grant	SHPD

### **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?*

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1. Award ceremonies will be held four times a year to celebrate academic achievements and good citizenship.
  2. A reduced number of teacher referrals, SST meetings, and student behavioral plans as evidenced by the principal/ teacher/elementary student advisor’s counseling log will show progress and results.
  3. Emergency binder will show completion of fire, earthquake and evacuation drills each month.
  4. Successful implementation of Harvest of the Month by each classroom and monthly health theme activities coordinated by the Health Advocate.
  5. Successful completion of every school wide health related activities with city and community agencies.
  6. The principal and secretary will monitor daily student attendance/tardiness, and the student advisor/secretary/teacher will call home.
  7. Bi-monthly meeting agenda and records of minutes and on going written communications with Community Education Services.
  8. Monthly EXCEL lead teacher report on student progress at faculty meetings.

## 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 <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> <li>• High leverage activities: SSC/ELAC members will be elected in October, attend District training, participate in the Academic Plan planning process, and provide leadership throughout the year.</li> <li>• High leverage activities: All parents will participate in formal parent conferences twice a year and the Parent Satisfaction Survey in January.</li> <li>• High leverage activities: All parents will be informed of school and district services, fieldtrips and events through the bilingual Weekly Bulletin, Parents Bulletin Board the SSC Information Board.</li> </ul>	<p>Oct. 2007- June, 2008</p> <p>Oct 2007, Jan/Mar, 2008</p> <p>Aug. 2007- June, 2008</p>	<p>\$290</p> <p>Other Services/ Supplies</p> <p>Other Services/ Supplies</p>	<p>1% of Title 1 SWP</p> <p>Title 1 SWP</p> <p>Title 1 SWP</p>	<p>SOIS</p> <p>SOIS</p> <p>SOIS</p>
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>• High leverage activities: Home Reading logs will be collected on the first day of each month and individual class results will be posted on the Home Reading board. Award certificates will be given to classes that have completed 100 % of home reading and students who did not complete reading will have to do make ups.</li> <li>• High leverage activities: School will develop and coordinate a monthly parent workshop series with the participation of Multilingual Department, Parents for Public Schools, SF Police/Fire Dept., and community agencies.</li> <li>• High leverage activities: School staff will collaborate with community partners such as SF School Volunteers, Dept of Public Health, Chinatown Lions Club, Chinese Consulate, Global English, Girls on the Run, the American Heart Association, UC Nutrition Dept., the United Bank, Wells Fargo, and Square &amp; Circle Club to implement enrichment activities in academics, PE, health, Nutrition and special events.</li> </ul>	<p>Oct.2007-May, 2008</p> <p>Oct.2007- May,2008</p> <p>Sept. 2007- June, 2008</p>	<p>AO9C Supplies</p> <p>R40C Supplies</p> <p>AO9C R40C Staff salary Supplies</p>	<p>EIA LEP Title 1 SWP</p> <p>TIIB Sch &amp; Lib BG ELAP \$</p> <p>TIIB EIA LEP Sch &amp; Lib BG</p>	<p>Library Office</p> <p>Multilingual Parent Relat. SHPD</p> <p>SFSV SHPD</p>

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

## **Monitoring and Assessment for Goal 5**

*Questions to cover:*

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

1. Parent meeting sign-in sheets, agendas, workshop evaluations. Parent surveys and monthly Home Reading Logs will demonstrate parent involvement.
2. SSC will review school wide student progress after each student report card period to monitor program implementation and results.
3. SST meeting schedules and documentations will be completed according to regulations and SST logs will be turned in on time.
4. Increased monetary donations and number of benefactors from the community will provide evidence of a broad-based support and school efforts in fundraising.
5. At least 95% of all classes will complete monthly Home Reading logs through out the year.

## 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
		X					
Numbers of members of each category		1					

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

*For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based 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
Numbers of members of each category								

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

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

### School Advisory Committee (SAC) Membership

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

*The composition of the School Advisory Council must be such that it contains a majority of parents.*

## Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
  - \_\_\_ School Advisory Committee for State Compensatory Education Programs
  - \_\_\_ English Learner Advisory Committee
  - \_\_\_ Community Advisory Committee for Special Education Programs
  - \_\_\_ Gifted and Talented Education Program Advisory Committee
  - \_\_\_ Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
  - A. One meeting to gather input from the school community including all advisory committees DATE:  
\_\_\_\_\_
  - B. One meeting to present plan upon its completion. DATE:  
\_\_\_\_\_
7. This school plan was adopted by the school site council on: \_\_\_\_\_.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

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

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