

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

**[Cleveland Elementary]**  
School

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CDS Code

[April 10, 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.

# 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><b>1. Instructional Program</b></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"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” 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</li> <li>– “<b>0 - Minimally</b>” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</li> </ul>	<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><b>2. Instructional Time</b></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"> <li>– “<b>3 - Fully</b>” means that <u>all</u> classrooms have the appropriate time allocations for students</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> classrooms have the appropriate time allocations for students</li> </ul>	<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><b>3. Principals’ Instructional Leadership</b></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"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</li> <li>– “<b>0 - Minimally</b>” means neither the principal nor vice principal have made arrangements to take AB 430</li> </ul>	<p>ELA     3   2   1   0</p> <hr/> <p>Math     3   2   1   0</p>
<p><b>4. Teachers’ Professional Development Opportunities</b></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"> <li>– “<b>3 - Fully</b>” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training</li> </ul>	<p>ELA     3   2   1   0</p> <hr/> <p>Math     3   2   1   0</p>

<p><b>5. Student Achievement Monitoring System(s)</b>  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"> <li>- “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</li> <li>- “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u></li> <li>- “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered</li> <li>- “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>6. Ongoing Instructional Assistance and Support for Teachers</b>  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"> <li>- “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</li> <li>- “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers</li> <li>- “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers</li> <li>- “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>7. Monthly Teacher Collaboration by Grade/Content Level</b>  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"> <li>- “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</li> <li>- “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level</li> <li>- “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level</li> <li>- “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>8. Lesson Pacing Schedule (K-8)/Intervention (9-12)</b>  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"> <li>- “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school</li> <li>- “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels</li> <li>- “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels</li> <li>- “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>9. Fiscal Support</b>  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"> <li>- “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</li> <li>- “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</li> <li>- “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</li> <li>- “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</li> </ul>	<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)*

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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 25% of this year's 5<sup>th</sup> graders who scored at basic in the CST ELA (as 4<sup>th</sup> graders in Spring 2006) will increase their scores to proficient.*

a) Implemented activities/strategies include:

- 1) Upper-grade literacy specialist, IRF and principal developed a “switch” schedule that emphasized Universal Access support specifically for targeted EL, Latino & AA student needs
- 2) Grade level team meetings facilitated by the IRF to review Reading & Math scores and to identify student skills and strategies needed especially in the areas of vocabulary and fluency.

b) Barriers/Challenges include:

- 1) Spring 2006 test scores showed that ELL subgroup did not meet AYP, therefore putting Cleveland at risk for being a Program Improvement school.

Currently, we are in the process of following the PI requirements to provide daily reading and math intervention for the 4<sup>th</sup> and 5<sup>th</sup> grade students, focusing on the basic and below basic students.

- c) Resources such as our IRF, Upper-grade Literacy Specialist, and Site Support Substitute have all been utilized to provide leveled support for UA time, ELD instruction for leveled CELDT groups and opportunities for modeled lessons by the IRF and planning time with the 4<sup>th</sup>/5<sup>th</sup> grade teachers. In addition, our paraprofessionals have been assisting our students with their fluency progress by assessing them or practicing with them as directed by teachers, IRF or Lit. Specialist.
- d) Math content specialist is assisting our 4<sup>th</sup> & 5<sup>th</sup> grade teacher to be trained for the PI Math Intervention, while our IRF receives training for the Reading Intervention. In addition, our IRF is receiving training on the Focused Approach strategies through district-related professional development and receives additional support from a Multilingual Program Content Specialist and Lower-grade Literacy Specialist.

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**Current-Year Objective 2: *Our site will meet the identified AYP ELA targets/goals of 24.4% for our ELL and Latino students by June 2007.***

a) Implemented activities/strategies include:

- 1) Language support/instruction through BBG (Bilingual Biliteracy Guide) at K-3 and through leveled “switch” groups at 4-5.
- 2) CELDT-leveled groups at the upper grades

b) Barriers/Challenges include:

- 1) Two teachers at the K-3 level need updated PD training on the BBG.
- 2) Current 4<sup>th</sup> substitute teacher replacing the bilingual teacher on leave does not hold a BCLAD.

This year, Multilingual Program Content Specialist will assist in determining additional dates for BBG training. Currently, MPCS is assisting our 3<sup>rd</sup> grade teacher by modeling lessons related to Focused Approach or Front Loading strategies. As for the assisting with primary language support at the upper grades, especially the 4<sup>th</sup> grade, Spanish bilingual paraprofessionals have assisted during the “switch” time, which occurs within the Language Arts period.

c) This year two teacher trainers provided school-wide vocabulary training that focused on specific strategies for all learners, especially ELL students. The Upper-grade Literacy Specialist has been providing daily ELD instruction to our 4<sup>th</sup> & 5<sup>th</sup> grade ELL students. In addition, the IRF has assisted in the redesignation of our ELL students.

d) Community members, such as our SFSV Volunteers have been essential in providing one-on-one or small group tutoring in both reading and math. The district Multilingual Program Content Specialist has assisted our certificated resource and classroom staff with additional instructional Front-Loading strategies for our ELL students.

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**Current-Year Objective 3: *At least 25% of tested students (Grades 2-5) who scored at basic in ELA will move to proficient by June 2007 .***

a) Implemented activities/strategies include:

- 1) Utilizing OARS as a tool for analyzing data, monitoring student progress and collaboratively sharing instructional modifications.
- 2) Initially identifying and regularly monitoring progress of approximately four (4) focal students per classroom that specifically focuses on student below/basic and/or our English Language Learners and African American students.

b) Barriers/Challenges include:

- 1) Teachers express difficulty in following HMR-recommended pacing guide, which then disrupts the timeline of data entry of the reading & math scores into OARS.
- 2) A number of our focal students have left or transferred.
- 3) Sharing focal student work has been limited.

Our IRF has offered additional assistance to teachers to enter in OARS data and to correct the SCOE assessments. Paraprofessionals have assisted in administering the fluency portion of the SCOE assessments. The IRF has been in the process of assisting teachers to reevaluate their focal student list. The IRF and Principal have collaborated on modifying the content of the IRF-facilitated grade level meetings so that there is specific emphasis on focal student progress.

c) Funds have been used to order the necessary replacement textbooks in both reading and math. IRF has ensured the allotment of SCOE assessments for all teachers. Additional resources, such as our Lower-grade Literacy Specialist, Learning Support Professional, Resource Specialist

Teacher and Speech Teacher have been beneficial to the overall progress of our students, especially targeted and focal students.

d) Earlier this year, the RPA (Research, Planning & Accountability) office provided a refresher course on the use of OARS and provided all teachers updated passwords. SFSV volunteers and our PIP (Primary Intervention Program) paraprofessional have contributed their efforts in supporting the overall academic and social/behavioral growth of targeted and focal students.

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## 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.

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### **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:**

- 1) Key Findings/Achievement Gaps
    - a) Spring '06 CST ELA showed that overall, the percentage of 2<sup>nd</sup> grade students at/above proficient had an increase of 12% compared to the class of Spring '05. On the other hand, the percentage of 4<sup>th</sup> grade students who performed at/above proficient decreased 27% compared to Spring '05. Similarly, 5<sup>th</sup> grade showed a decrease of 17%.
    - b) Spring '06 CST Math displayed similar data. Overall percentage of 2<sup>nd</sup> grade students performing at/above proficient increased by 10% whereas 4<sup>th</sup> grade decreased 38% and 5<sup>th</sup> grade 10%.
    - c) As for ELL students, Grade 2 was the only level that showed a 10% of students at/above proficient in ELA, whereas Grades 3-5 ranged from a decrease of 6-32%. For Math, our ELL students in both 4<sup>th</sup> & 5<sup>th</sup> grade decreased 40%, whereas 2<sup>nd</sup>-3<sup>rd</sup> grade increased 9-10%.
    - d) CST ELA showed that the overall percentage of African American students who performed at/above proficient decreased 7%. CST Math showed that the overall percentage of AA at/above proficient decreased 3%.
    - e) In addition, in CST Math, Non-ELL students in Grade 4 who performed at/above proficient decreased by 33%.
  - 2) Patterns & Trends Over Multiple Years
    - a) Over the past 5 years in ELA, the percentage of students from *each* subgroup (ELL, AA and Latino) that have performed at/above proficient has been 25% or less. As for Math, the percentage of ELL and Latino students at/above proficient (25-50%) has been consistently higher than AA students (12% or lower).
  - 3) Data
    - a) Power Point Data (SFUSD/Cleveland)
    - b) CST ELA & MATH Summary Reports
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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 24.4% of our English Language Learners (25 out of 106 students), at least 24.4% of our Latino students (24 out of 101 students) and at least 45% of our African American students (9 out of 19 students) will score proficient in English Language Arts and Math by June 2008.**

**Objective 2: At least 25% (15 out of 60) of next year's 5<sup>th</sup> graders (4<sup>th</sup> graders in Spring 2007) who score at below basic or basic in the CST ELA will increase their scores to basic or proficient.**

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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:** Provide daily reading and math intervention strategies for targeted students ranking at or below basic according the NCLB Program Improvement District Requirements. This strategy will be aimed to increase the levels of fluency and vocabulary, but especially improve their overall performance in the CST (ELA).

**Key Strategy 2:** The classroom teachers, IRF, Principal and two Literacy Specialists will collaborate to regularly analyze data and benchmark assessments to evaluate and design specific support for targeted K-5 focal students, especially those that are Sp. Ed., ELL, Latino and African American students.

**Key Strategy 3:** Focus the use of instructional resources, such as our paraprofessionals, literacy specialist, and STAR initiative support staff, so that they specifically support the instructional and learning needs of all our targeted students, especially the identified focal students (4 from each classroom).

## **Goal 2: Academic Equity**

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

### **Data Conclusions for Goal 2**

*Questions to cover:*

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

- 1) Programs Offered:
    - a) K-5 Spanish Bilingual (Maintenance Model) Program
    - b) Special ED Learning Disabled Class, Resource Specialist Program, Speech Therapist, Primary Intervention Program
    - c) GATE program
    - d) After School Program through EXCEL/SHPD.
  - 2) Key Findings:
    - a) Spring '06 CST ELA indicated that our overall percentage of ELL students at/above proficient decreased 11% compared to Spring '05. The CST Math indicated the overall percentage at/above proficient also decreased 13%.
    - b) As for our Latino subgroup in CST ELA, the overall percentage at/above proficient decreased 4.2%. In CST Math, the overall Latino percentage decreased 3.2%.
  - 3) Racial Subgroups
    - a) As for our SDC/LD program, we currently have six (6) African American students out of eight (8).
  - 4) Patterns/Trends Over Multiple Years
    - a) The overall percentage of ELL students who performed at/above proficient in CST ELA remained at or below 12% four out of the five years. Spring '05 was the one year when 25% of ELL students performed at/above proficient. As for CST Math, the overall percentage performed better than in ELA, with a low of 25% to a high of 50% (which was in Spring '05 as well).\
    - b) Similarly for both the CST ELA and Math, the overall percentage of Latino students at/above proficient was slightly higher than the general ELL subgroup, but still fluctuated from year to year.
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### **Key Objectives for Goal 2**

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

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**Objective 1: For English Language Arts, we will meet the identified Federal AMO (Annual Measurable Objective) target of 24.4% for both our Latino and ELL students to perform at or above proficient by June 2008.**

**Objective 2: Increase the API by 51 points to meet the API target of 724 for our ELL subgroup and increase the API by 45 points to meet the API target of 705 for our Latino students by June 2008.**

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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:** From the beginning of the year and during each semester, provide school-wide professional development opportunities related to differentiated learning, vocabulary development for English Language Learners and to the Bilingual Biliteracy Guide (BBG).

**Key Strategy 2:** Provide an additional 5<sup>th</sup> grade classroom size-reduction teacher and reorganize the placement of support staff (Literacy Specialists, paraprofessionals) to provide focused instruction and support for our targeted Sp. Ed, ELL, African American and Latino students.

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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:**

- 1) In both CST ELA & Math, the overall percentage of students at/above proficient indicated a mixed (alternating) trend since Spring 2002.
- 2) Consistently, over the past four years, 75% of students have performed at a low level, whereas only 5% or less of the students tested have performed at a high level.
- 3) Spring '06 CST ELA indicated an 8.2% decrease of students performing at/above proficient compared to the year before. The CST Math indicated an overall decrease of 7%.
- 4) Spring '06 End-of-the Year HMR Kindergarten results showed that over 80% ranked at the challenge level for upper/lower case letters and 50% ranked challenge for high frequency words. The most difficult category appeared to be phonemes in words, where 33% of Kindergarten students ranked at the intensive level.
- 5) Spring '06 EOY HMR Assessments indicated that approximately over 85% of students at Grade 1 ranked at the challenge level in reading comprehension and word reading. Only 15% demonstrated to be at the challenge level in writing.
- 6) Spring '06 EOY HMR Assessments for Grades 2-3 indicated an average of 54% of students who performed at a challenge level in reading comprehension, an average of 34% at challenge in vocabulary and an average of 12% at challenge in fluency.
- 7) As for Grades 4 & 5, Spring '06 HMR Assessments indicated an average of 24% of students who performed at the intensive level in reading comprehension, an average of 31% at the intensive level in vocabulary and an average of 69% who performed at intensive in fluency.
- 8) In the Spring HMR Writing Assessment, Grades 1-3 averaged 35% performing at the challenge level, whereas in Grades 4-5, 0% of students performed at the challenge level.

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#### **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: In the area of ELA, at least 20% (10 out of 48 students) who ranked at basic will move to proficient/advanced. In addition, at least 30% (14 out of 46 students) who ranked below basic will move to basic.**

**Objective 2: In the area of Math, at least 20% (8 out of 36 students) who ranked at basic will move to proficient/advanced. In addition, at least 35% (11 out of 30 students) who ranked below basic will move to basic.**

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### **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:** Provide quarterly opportunities for professional staff collaboration at every grade level to analyze on-going student assessments in both reading and math and to communicate differentiated instructional strategies across grade levels.

**Key Strategy 2:** Focus the use of instructional resources, such as our paraprofessionals, literacy specialist, and STAR initiative support staff, so that they specifically support the instructional and learning needs of all our students, including Sp. Ed (SDC LD, RSP, SPCH) GATE-identified, and those from our targeted sub-groups.

**Key Strategy 3:** Provide on-going school-wide professional development opportunities related to differentiated learning for all students.

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

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

#### **Data Conclusions 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:**

- 1) As of Spring 2006, 37 students were listed as habitual (10-19 days) truant students. 21 of these students were Latino.
- 2) As of Spring 2006, 11 students were listed as chronic (over 20 days) truant students. Seven of these students were African American and three were Samoan.
- 3) As of January 2007, the numbers of habitual and chronic truant students decreased. Only 8 students have been listed as habitual. At that time, we did not receive a list of chronic truants.
- 4) Data was retrieved from Stay in School Coalition Truancy list.

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#### **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: By December 15, overall student attendance will reach 98%, with African American and Latino student attendance reaching at or above 80%. These rates will be sustained or improved through June 2008.**

**Objective 2: At least 80% or more classrooms (12 out of 15) will facilitate weekly classroom meetings and daily check-ins with students. At one staff meeting per month, these teachers will report any observable changes of their classroom/student behavior and sense of classroom community.**

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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:** Implement positive school-wide student attendance and behavior program incentives on a monthly or quarterly basis. This will be aimed to develop students' motivation to improve their overall attendance and academic/behavioral/social performance.

**Key Strategy 2:** Allocate time for professional development/training on current school-wide positive behavior models/programs (such as Seven Virtues, Caring School Community, Peace Path Tool, etc.) and for standard district-based health and safety policies.

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## **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:**

- From the SFSV Monthly Reports, the number of SFSV volunteers increased by 5 individual volunteers compared to 2005-2006.
- This year, there were three (3) corporate-based volunteer projects/events through SFSV compared to none last year.
- With the addition of a new Parent Liaison, the number of school-based parent workshops in the Fall 2006 increased by 5 compared to Fall 2005.
- As of March 2007 there have been at least 3 Principal-Parent Chat Sessions compared to none in 2005-2006.
- Cleveland ES has collaborated with San Francisco Food Bank Pantry since September 2006 through which we have been able to serve free groceries to up to 50 families every month.

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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: By June 2008, parental attendance at school-wide events, workshops, or meetings will increase to at least 20% of the whole student body (minimum of 60 families).**

**Objective 2: Parent involvement will increase by the recruitment of on-site parent volunteers to a minimum of 5 per quarter.**

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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:** Provide continual home-school communication through tools such as student planners, Wednesday Folders and monthly newsletters.

**Key Strategy 2:** Collaborate with outside organizations (SF Food Bank Pantry, SFSV, and Excelsior Family Connections) that assist with assembling parent-school activities, events or workshops that increase parent participation and sense of belonging to school community.

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## 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>• Identify key teachers at 4<sup>th</sup> &amp; 5<sup>th</sup> grade to receive continual PD on reading and math intervention strategies and materials.</li> <li>• Identify and group targeted 4<sup>th</sup> &amp; 5<sup>th</sup> grade students who score at or below basic on the CST ELA &amp; Math Tests.</li> <li>• Implement and integrate daily 30-minute reading &amp; math intervention sessions with key certificated staff into the general instructional day.</li> </ul>	Start: Sept. '07 End: May '08			1) Teaching & Learning Content Specialists
<b>Key Strategy 2:</b> <ul style="list-style-type: none"> <li>• IRF, Principal and Literacy Specialists will meet to analyze data &amp; benchmark assessments at a minimum of two times per quarter.</li> <li>• Teachers will review reading and/or math student work of targeted students at least every 4-5 weeks.</li> </ul>	Start: Aug. '07 Oct. '07 Dec. '07 Feb. '08 End: May '08			

### Monitoring and Assessment for Goal 1

1. School will monitor implementation through monthly check-in meetings with key reading/math intervention teachers, informal walkthroughs by Principal and/or IRF and monthly School Site Council meetings.
2. School will evaluate progress every 4-5 weeks by reviewing targeted student data and staff feedback and observations.
3. The following will be collected: HMR Diagnostic Assessments, CST Math & ELA scores, CELDT and HM/Harcourt Benchmark Assessments and student work.

<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.

## 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 <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<b>Key Strategy 1:</b> <ul style="list-style-type: none"> <li>• On-site PD on Focused Approach/Front-loading strategies at beginning of year &amp; follow-up dates.</li> <li>• Provide class coverage and time for teachers to view videotaped ELD sessions of different colleagues at a minimum of once per semester.</li> <li>•</li> </ul>	Start: Aug. '07 Nov. '07 Feb. '08 End: Apr. '08			
<b>Key Strategy 2:</b> <ul style="list-style-type: none"> <li>• Hire CSR (class size reduction) teacher for 5<sup>th</sup> grade to provide smaller class size.</li> <li>• Utilize Spanish bilingual and Gen. English paraprofessionals to provide daily one-on-one reading/fluency opportunities, especially for our targeted ELL and Latino students.</li> </ul>	Start: Aug.07	\$77,702	WSF, TIIG, LEP	Human Resources Pool

### Monitoring and Assessment for Goal 2

1. *Our school will monitor the activities through regular walkthroughs/observations by Principal and/or IRF, ELD peer video & observations, daily lesson plans and SCOE results.*
2. *Our school will evaluate its progress by meeting with Literacy Specialists to review progress of ELL/Latino students and through regular staff/grade and SSC meetings.*
3. *The following will be collected to measure progress: Individual ELL/Latino HM/Harcourt Benchmark Assessments, LALARs, CELDT scores and HM Diagnostic Assessment results, and additional data collected by our K-2 Literacy Specialist who is a trained Reading Recovery teacher.*

<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.

### 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
<b>Key Strategy 1:</b> <ul style="list-style-type: none"> <li>• Provide quarterly release days &amp; coverage for teachers to review and analyze benchmark assessments and focal student work.</li> <li>• Principal and IRF will student assessments to analyze and identify general trends across grade levels.</li> <li>• Provide off-site peer observation opportunities of similar STAR schools and provide class coverage for debrief follow-ups with IRF and/or Principal.</li> </ul>	Start: Oct. '07 End: Apr. '08  Start: Nov.'07 End: Apr. '08	\$4500	SWP (Title 1)	Human Resources Sub Pool
<b>Key Strategy 2:</b> <ul style="list-style-type: none"> <li>• Schedule and implement on-site peer observation sessions per semester and utilize the assistance of resource staff to allow for immediate debrief sessions.</li> <li>• Principal and/or IRF will implement formal/informal walkthroughs to provide feedback related to items, such as: CSTP Standards, focal student work &amp; progress, differentiated instruction.</li> </ul>	Start: Oct. '07 End: Feb.'08			

### Monitoring and Assessment for Goal 3

*Questions to cover:*

1. *Our school will monitor implementation through release days, regular informal walkthroughs by the Principal and/or IRF, and debrief sessions that follow peer observations.*
2. *Our school will evaluate progress through staff/SSC feedback and observations and school-wide analysis of student progress/work.*
3. *The following will be collected: HM/Harcourt Assessment results, data from informal walkthroughs and focal student work.*

<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.

### 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>Key Strategy 1:</p> <ul style="list-style-type: none"> <li>• Implement quarterly attendance recognition/award assemblies.</li> <li>• Promote development of virtues by continuing virtue awards, but also by presenting informative K-5 virtue assemblies within the first 8 weeks of school and a mid-year reminder.</li> <li>• SART Team will meet weekly to identify and monitor student attendance progress. (Elem. Advisor, Principal, Secretary, LSP)</li> <li>• CST will meet every other week to identify and monitor specific student cases and progress. (LSP, Elementary Advisor, IRF, Principal, Parent Liaison, Pyschologist and LSP Intern)</li> <li>• Implement 20 Health Curriculum Lesson requirement that focuses on Drug &amp; Violence Prevention.</li> </ul>	Start: End 9/07	200-400?	WSF	
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>• Schedule PD/training for teachers to review school-wide behavior activities, such as Peace Path tool, Seven Virtues and Caring School Community.</li> <li>• Identify teacher leaders who will commit to receive district and extracurricular PD to facilitate school-wide community-building and character-building activities.</li> <li>• Principal, IRF and teacher leaders will model and implement Caring School Community protocols at staff and grade level meetings.</li> </ul>	Start: 8-9/07	\$4000-5000	SWP (Title 1)	

### Monitoring and Assessment for Goal 4

*Questions to cover:*

1. *Our school will monitor the implementation through tracking attendance trends, use of school-wide communication behavior form, and informal observations.*
2. *Our school will evaluate the progress through biweekly SART and CST meetings, staff meeting check-in meetings and school-wide surveys.*
3. *The following will be collected: Semester reports from Pupil Services regarding habitual/chronic truant students, Quarterly student attendance summaries, agendas and/or minutes from CST/SART meetings, and quarterly reports of student award winners (attendance).*

<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.

### 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
<b>Key Strategy 1:</b> <ul style="list-style-type: none"> <li>• Parent Liaison, PTA and Principal will collaborate on a weekly newsletter which will be translated in Spanish.</li> <li>• Principal and Parent Liaison will schedule and coordinate monthly Principal Chat sessions with parents &amp; families.</li> <li>• PTA will provide homework planners (Grades 3-5) and weekly Wednesday folders (K-5).</li> </ul>	Start: Sept. '07 End: May '08			
<b>Key Strategy 2:</b> <ul style="list-style-type: none"> <li>• Parent Liaison, LSP, School Nurse and Principal will collaborate to plan a minimum of two parent workshops per month (For example: CA standards workshop, How to Help Your Child with Homework, Assertive Discipline, etc.).</li> <li>• Principal, Parent Liaison and Lead SFSV Volunteer will collaborate with SFSV (San Francisco School Volunteers) to schedule and implement SFSV-based projects, activities and/or volunteers.</li> <li>• Collaborate with SF Food Bank Pantry to provide free groceries for up to 50 families every week.</li> </ul>	Start: Sept. '07 End: May '08	700	SWP (Title 1)	Parent Relations Office

### Monitoring and Assessment for Goal 5

*Questions to cover:*

1. *Our school will monitor through informal walkthroughs by the Principal, monthly SFSV reports, and PTA meetings.*
2. *Our school will evaluate the progress through observations from walkthroughs, feedback from Principal-Parent chats, monthly SSC meetings and check-in meetings with the Parent Liaison.*
3. *The following will be collected: Sign-in sheets from all the above-mentioned meetings, newsletters, photos of events and workshop agendas.*

<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.



## 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
Katerina Palomares		X					n/a
William Morgan			X				10/05
Michelle Windell			X				10/05
Otilio Maurezzutt-Avila			X				10/05
Valerie Hoshino				X			10/05
Craig Wong					X		11/06
John Weidinger					X		10/05
Michelle Dennis					X		10/05
Anabel Guzman					X		10/05
Numbers of members of each category		1	3	1	4		

*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
Katerina Palomares		X						n/a
Otilio Maurezzutt-Avila			X					10/05
Aura Marina Lopez					X			10/05
Gloria Jimenez					X			10/05
Carlos Montejano					X			10/05
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.*

