

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Alice Fong Yu Alternative School

38684686113245
CDS Code

March 16, 2007

Revised
April 13, 2007

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practices at the district/ school site:

1. Alignment of curriculum, instruction and materials to content and performance standards:

***DISTRICT:** SFUSD policy and practices are designed to ensure that each student has access to instructional materials that are aligned with State core content standards. The district has adopted programs and materials that are aligned with and approved by the State Board of Education.*

SITE: At Alice Fong Yu, the students have full access to the core curriculum materials. All of our instructional materials are aligned with the State Content Standards.

2. Availability of standards-based instructional materials appropriate to all student groups:

***DISTRICT:** The SFUSD has purchased adopted instructional materials for all students including EDY, Special Education, EL, GATE, and Vocational Education.*

SITE: At Alice Fong Yu, we use State adopted texts for our ELL students. The classroom and RSP teachers purchase appropriate materials for the identified students in their classrooms. We have purchased and fully implemented adopted instructional materials and standard-based supplemental materials for all students including materials to challenge GATE students.

3. Alignment of staff development to standards, assessed student performance and professional needs:

***DISTRICT:** The district holds Professional Development Institutes that provide a series of workshops four times a year. These are designed to deepen understanding of the skills required to assist schools in aligning standards, assessments and best practices, assessing student performance, and meeting professional needs of staff. In addition, central staff facilitates ongoing professional development at school sites as part of federal and state awards programs in coordination with external partners.*

SITE: In addition to participating in the SFUSD's professional workshops, the teachers at AFY also participate in site-based professional activities aligned to the school academic plan. The topics include Reading Comprehension, Vocabulary Development, Writing Standards, Chinese Language Arts, and Mathematics. Grade level teams and curriculum team leaders facilitate these workshops. Grade level and staff meetings are used to align standards, develop assessments, and implement best practices to meet the needs of Special Education, ELL and GATE students.

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

***DISTRICT:** The STAR Schools Initiative was developed using data on SFUSD school performance and the most recent research on improving underperforming schools. It provides additional school personnel, support, and resources. Summer School programs are designed to provide interventions to underperforming students.*

SITE: At AFY, we implement a comprehensive intervention program which includes before and after school tutoring as well as pull out support during the school day. In addition, the teachers use appropriate accommodations and modifications in the classrooms. We also use the care team and SST process to target students in need and help families to deal with academic and social-emotional issues so that they can ensure that the students are successful in school.

5. Services provided by categorical funds to enable under-performing students to meet standards:

SITE: The categorical funds (SIP and LEP) are in part used to hire a school counselor. We also receive funding through Prop H for a .5 position, which is applied towards our LSP/Counselor's position. One of the counselor's responsibilities is to ensure that the underperforming students succeed via the CARE Team, SST process, academic and social emotional counseling 1/1 or in small groups, and/or tutorial services.

6. Use of state and local assessments to modify instruction and improve student achievement:

DISTRICT: *Annually the Research Department produces a School Site Data Binder designed to provide school staff with disaggregated data reports for the previous school year. It contains information concerning student achievement performance on various state and district wide assessments administered during the previous school year.*

SITE: At the beginning of each school year, we dedicate a workshop on data analysis. Based on the data provided by the SFUSD's Research and Assessment Department, the staff analyzed the students' achievement data using various assessment tools, and made the appropriate accommodations and modifications in their instructional practice. At the end of the first semester, the staff reviews the data and the State released questions as a tool to inform instruction.

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

DISTRICT: *The district provides resources to STAR schools including additional personnel, support and services. All schools receive assistance with extended learning opportunities and support materials.*

SITE: We disseminate all relevant information and support materials on available resources in the community to all underperforming students and their families via the weekly message folder, AFYPA website, parent meetings and workshops,

School, district, and community barriers to improvements in student achievement:

SITE: The barriers to raising student achievement at AFY generally fall into three categories: classroom instructional practices, teacher knowledge of content standards and core curriculum, and parent/guardian follow-up to school suggested home interventions. We address these barriers through our weekly common planning time so the teachers can calibrate expectations, our site-based professional development keeps the teachers' knowledge updated; and through explicit strategies provided at SST meetings and parent workshops, it is our hope that will help our parents with follow up strategies at home.

8. Limitations of the current program to enable under-performing students to meet standards:

SITE: We are limited by the amount of time our tutorial teachers have to collaborate with our regular education teachers to discuss the progress of underperforming students and plan a tight, standards-based, high interest curriculum, and to collaborate on using data to analyze underperforming students' progress, skill, and knowledge gaps.

ACADEMIC PLAN EXECUTIVE SUMMARY

Goal 1: Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Data Conclusions related to Goal 1:

API Score

Alice Fong Yu Alternative School achieved an API Rank of 10 for the fourth consecutive year. The API Growth score increased to 944 from 923 in the previous year. This is our second year above the 900 level. Year over year results of the CST school wide showed increases in both English Language Arts and Mathematics. Academic Achievement for the overall student population continues to improve.

CST Math

The Academic Plan for 2005-2006 identified “Measurement and Geometry” as a category to be monitored for an additional year. After further analysis, we have determined that school wide it is no longer considered an issue. We have seen a continued upward trend in the Algebra I subject in the 8th grade and we do not foresee dramatic changes, but we will continue to monitor progress.

CST ELA

Overall and especially given the fact that we are a Chinese Language Immersion school, English Language Arts test scores and classroom work has been strong. We have, however, identified a category within ELA that may require attention. The category of “Literary Response and Analysis” has been sporadically weak in various grade levels, and particularly at the middle level. In general, results in this category are middle to low (by our standards) across all grades compared with other ELA categories, therefore, “Literary Response and Analysis”, continues to be an area to address.

CST Writing

The California Writing Standards scores, overall, have shown no trend over the last 3 years. The 2006 7th Grade California Writing Standards scores at 4 or higher dropped from 100% to 97% in 2006. The 4th Grade scores also dropped slightly from 98% scoring at or above level 4 to 97% in 2006. We continue to collect and analyze quarterly writing samples by grade level to better inform instruction. Given the subjectivity of writing assessments, we expect wide fluctuations in scoring, but continue to look at program enhancements to maintain a more consistent performance level.

Goals

Our specific objectives are stated, below, however, our primary objective is to continue overall growth. We believe that increasing our API score further into the 900 range would both maintain an API Rank of 10 as well as increase English Language Arts and Mathematics proficiency on the CST.

Based on the above data conclusions the following are the objectives for Goal 1.

Objective 1: At least 50% of the students who scored at the “below basic and far below basic” level in CST English Language Arts will move to the “basic” level or above. 6th-7th grade students will achieve 75% correct in the “literacy response and analysis” category on the CST.

Objective 2: At least 50% of the students who scored in the “below basic and far below basic” level in CST Mathematics will move to the “basic” level or above. 70% of 8th graders will score at or above proficient in the Algebra I test.

The above objective(s) will be achieved by the implementation of the following activities:

1. Students who scored far below basic and below basic on the CST will attend tutorials during the school day, before or after school.
2. One staff meeting per month will be dedicated to literary response and analysis, and/or math proficiency.
3. All students scoring FBB and BB on the CST's will be referred to the SST program. Specific strategies will be provided for parents of targeted students at the SST meetings.

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 related to Goal 2:

Subgroup Data Analysis

The CST Racial/Ethnic Subgroup data generally shows a positive pattern for the past three years, with the exception of one group, African American students. The tables below compare percentages of students at or above proficient in school years 2003-2004, 2004-2005 and 2005-2006.

CST ELA

	2003-2004	2004-2005	2005-2006	Diff
AA	43%	57%	45%	-12%
C	70%	72%	82%	+10%
L	82%	80%	88%	+8%
OW	88%	90%	95%	+5%
ELL	53	43	66	+ 23%

CST Mathematics

	2003-2004	2004-2005	2005-2006	Diff
AA	32%	57%	89%	+32%
C	78%	86%	92%	+6%
L	83%	95%	96%	+1%
OW	82%	90%	100%	+10%
ELL	74%	78%	87%	+ 9%

The sole decline in the charts is within a low population group at AFY. It is still evident that the African American subgroup is making uneven progress. However, the number of students in this group is composed of so few students, that we can more effectively strategically target individuals for supported instruction to meet proficiency.

GATE Data Analysis

For 2006- 2007, there are 101 students identified as 41 (Intellectual Ability) 42 (High Academic Achievement) and 89 (High Potential). The current figure shows 30% of our students in grades 4-8 are identified which is significant.

Physical Fitness

The percent of students in grades 5 and 7 who scored in the healthy fitness zone (HFZ) on all six fitness standards on the California Fitness Test for the previous three years is shown on the following chart.

	2003-2004	2004-2005	2005-2006	Difference
5 th Grade	50%	72%	81%	+ 9%

7 th Grade	78%	77%	51%	- 26%
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The “Aerobic Capacity” test has traditionally been the greatest challenge for 5th graders at Alice Fong Yu. This test, a one mile run, is particularly difficult to prepare for at AFY due to the space limitations of our school yard. Additionally, we limit the amount of running on asphalt as a precaution against leg injury. Subsequently, we’ve encouraged parent involvement in “out of school” fitness training. Periodic running activities are assigned to students over the summer. This initiative combined with others implemented as part of the PE curriculum resulted in a steady increase in 5th graders scoring in all six fitness standards. However, the 7th graders’ results for 2005-2006 declined sharply this year from previous years. After analysis, we’ve determined that the main factor in this decline is due to the Body Composition category.

Based on the above data conclusions the following are the objectives for Goal 2.

Increase the percentage of scores at or above the proficient level for African American students.

Objective 1: At least 25% of the students who scored at the “basic” level in the English Language Arts CST will move to the “proficient” level by the end of the school year 2007-2008.

Objective 2: At least 70% of AA students tested will reach the proficient level by the end of the school year of 2007-2008.

The above objective(s) will be achieved by the implementation of the following activities:

1. The Student Study Team (SST) coordinated by the school counselor will meet two times per week on targeted students referred by the teachers and/or the AFY care team.
2. The care team (consists of principal, assistant principal, counselor, elementary advisor, and RSP teacher) will meet two times per month to discuss the progress of targeted students.
3. The staff will monitor the progress of the AA students quarterly and share strategies for improvement.

Goal 3: Initiatives to Improve Instruction: 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:

The data in this section is largely based on teachers’ observations, surveys, and anecdotal records. It has been observed and reported by teachers that the students’ Chinese language skills reach a plateau by 4th grade when the English instructional time is increased to 50%. Also, beginning at 4th grade, the content of the Chinese language learning becomes more abstract and requires more diligence. By middle school, students generally focus their attention on the English subjects due to peer and social pressures. In an effort to increase and maintain the students’ interests in learning the language, we have designed objectives and activities that address this issue.

The Teacher Survey of School Programs returned by the staff generated input on 16 school programs. The programs rated various programs ranging from creative arts to tutoring. The staff was asked to rate the programs on a 0 to 4 scale, where “0” indicated the opinion that there was no benefit to the students and “4” indicated the program was highly beneficial to students.

The results reflect a general consensus that the programs were beneficial. The suggestions that merit consideration are:

- Maintaining a maximum student to tutor ratio of 15:1
- Increase amount of activities that develop gross motor skills in the lower grades
- Strengthen the connection between the classroom content and tutorial sessions

Based on the above data conclusions the following are the objectives for Goal 3.

Objective 1: Students exiting 8th grade will reach a set level of Mandarin oral proficiency and literacy skills.

Objective 2: We are using second, fifth, and eighth grade as benchmarks for our students' proficiency levels. At least 80% of the students in grades 2, 5, & 8 will be able to meet the proficiency benchmarks for Cantonese oral language goals as stated in the AFY Chinese Language Arts Curriculum Guide.

The above objective(s) will be achieved by the implementation of the following activities:

1. Differentiation strategies will be fully utilized by both general and special educators such as visualization, think aloud, use of graphic organizers, summarization, and the use of audio tapes (in both Chinese and English).
2. Professional collaboration among teachers of targeted students focuses on how to differentiate instruction/curriculum to challenge students.
3. Teachers will participate in professional development activities throughout the school year and attend Chinese language arts summer institute to review and develop curriculum and assessments.

Goal 4: School Climate: Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior

Data Conclusions related to Goal 4:

Based on the results of community meeting feedback from parents and teachers and student surveys, Alice Fong Yu Alternative School provides a safe and secure learning environment for the students. For the past three years, we've implemented a peer mediation program that addresses student conflicts during the lunch recess period. We have received positive results among the students and the parents. Not only has the program help build a sense of pride among the peer mediators, it has significantly reduced the number of conflicts in the school yard.

According to the survey results, most students are able to identify the steps for conflict resolution; however, there is still bullying and name calling, and use of slurs that happen behind the scenes. It is evident that continued education is needed. As more students become trained in conflict resolution strategies, our baseline number increases, and they in turn help to support the training of upcoming students.

With the additional resources from Prop H, this year we were able to participate for the first time in the District league for the following sports: basketball, volleyball, and track. These activities have enhanced school climate and spirit, and have helped to focus our students' energy in a positive manner. We will continue with our middle school Athletic Program for next year.

Based on the above data conclusions the following are the objectives for Goal 4.

Objective 1: 80% of 4th –8th graders will identify appropriate and inappropriate social interactions using specific scenarios.

Objective 2: 90% of the students who are involved in conflicts will seek peer mediation.

Objective 3: 100% of the middle school students will have the opportunity to try out for basketball or track.

The above objective(s) will be achieved by the implementation of the following activities:

1. A peer mediation program will continue with training and meetings.
2. Parent workshops will be held to educate and inform parents about appropriate conflict resolution skills

4. The elementary advisor and school counselor will meet with targeted students in small groups on social and organization skills.
5. The counselor and student advisor will develop and implement school wide anti-bullying and anti-slur lessons.
6. The Athletic Director on site will conduct try out sessions and implement the selection of teams in each sport.

Goal 5: Parent and Community Involvement: 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 5:

It has been noted that the number of African American and Latino students enrolled at Alice Fong Yu School have been on a decline in the last four years. However, our 2006-2007 Kindergarten class has a greater number of African American and/or biracial children in it than in the previous three years. In an effort to increase the number of students from these ethnic groups, we will continue to implement a targeted recruitment program.

The attendance data collected from Back-to-School Night, parent-teacher conferences, and ongoing parent workshops showed a steady increase of parents of EL students.

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

Objective 1: 60% of the targeted parents (ELL) will attend parent education sessions in support of student learning, social, personal, and/or academic needs.

Objective 2: 100% of parents will be informed of curriculum standards, school program offerings, the academic plan, as well as academic and behavioral expectations and requirements.

Objective 3: The number of African American and Latino students applying to AFY will increase for the fall 2007.

The above objective(s) will be achieved by the implementation of the following activities:

1. The English Language Advisory Committee (ELAC) will hold parent workshops on relevant topics.
2. A weekly message folder with a bilingual parent newsletter will be sent home as a tool to disseminate school information.
3. **A recruitment plan will continue to target the AA and Latino community in an effort to increase the number of applications from these communities. Staff will engage in a number of activities including visits to children centers and preschools, community meetings, and school fairs at targeted areas (Hunters' Point, Western Addition, and Mission/Excelsior) to increase the number of applications from the targeted groups. We will also offer community events to our currently enrolled families that are targeted towards all of our represented families at Alice Fong Yu.**

Action Plan

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.

Student groups participating in this goal: Students who scored at the below and far below level in the English LA CST

Performance gains expected for these students: 50% of the students who scored at the below and/or far below level in the English LA CST will move to the basic level.

Means of evaluating *progress* toward this goal: CST and quarterly reviews of student work

Group data needed to measure academic gains: pre & post tests in the Houghton-Mifflin and Prentice Hall language arts series

Objective 1: At least 50% of the students who scored at the “below basic and far below basic” level in CST English Language Arts will move to the “basic” level or above.

Objective 2: At least 50% of the students who scored in the “below basic and far below basic” level in CST Mathematics will move to the “basic” level or above.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of standards-based instruction to content standards</p> <ul style="list-style-type: none"> • English learners (EL’s) will be provided with imbedded English Language Development (ELD) instruction that is based on CELDT, LALAR, ELD standards and appropriate for their identified levels of language proficiency. • Teachers will design instructional plans for our FBB and BB students using the content standards, specifically in the areas of comprehension and summarization. • Teachers will review and analyze the student work of underperforming students to make sure that the standards are met. 	<p>Principal, Assistant Principal, classroom teachers, ELAC, GATE coordinator</p>	<p>ongoing</p>		
<p>1.2 Improvement of research-based instructional strategies and materials</p>				

<ul style="list-style-type: none"> Teachers will use comprehension strategies such as visualization (use of graphic organizers), and questioning and inferring strategies as outlined in “Strategies That Work” by Stephanie Harvey and Anne Goudvis. Teachers will develop “narrative” models and anchors across the grade levels at professional development meetings. Teachers will implement literary response strategies in the English language arts period. Teachers will reflect and share their experiences. Middle school teachers will share problems and issues in math with elementary teachers during cross grade level meetings. 	<p>Principal, Assistant Principal, teachers, counselor, & elementary advisor</p>	<p>Teachers will attend on site PD sessions 6 times per year from September 2007 to May 2008</p>	<p>Extended hours - \$5000</p>	<p>AFY PA</p>
<p>1.3 Extended learning time/increased educational opportunity</p> <ul style="list-style-type: none"> Students who scored far below basic and below basic on the CST will attend tutorials during the school day, before or after school. Comprehension and problem solving strategies will be used during these programs. Tutorial teachers will meet with classroom teachers at the end of each grading period to assess student progress. 	<p>Teachers, counselor, elementary advisor and tutors</p>	<p>September 2007- June 2008</p>	<p>After school study hall for middle school students - \$ 6,000</p>	<p>Alice Fong Yu Parent Association (AFY PA)</p>
<p>1.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> Professional development activities that address the language and academic needs of targeted students (ELL, AA, SPED) will be provided. <ul style="list-style-type: none"> One staff meeting per month will be dedicated to reading comprehension, and/or math problem solving professional development activities focusing on summarization & fluency Teachers will be provided with release time to observe best practices and participate in grade level Peer Observation program. Teachers will meet in grade level teams to reflect and discuss the results of tried strategies. 	<p>Principal, Assistant Principal, and teachers</p>	<p>Teachers will attend on site PD sessions 6 times per year from September 2007 to May 2008</p>	<p>Extended hours - \$6,000</p>	<p>AFY PA</p>

<p>1.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> • Parent conferences will be focused on the students' progress in comprehension, writing strategies and geometry and measurement. • After each report card period, the school counselor, RSP teacher and elementary advisor will meet to discuss the progress of targeted students. Action plans will be formed for students who need additional support. • All students scoring FBB and BB on the CST's will be referred to the SST program. Specific strategies will be provided for parents of targeted students at the SST meetings. • Parent workshops will be held on various topics such as "How to help my child do better in English reading?" "How to help my child with Chinese homework?" And also topics focusing on teenage issues and development. 	<p>Teachers, AFY CARE team, SSC</p>	<p>P/T conference (Nov, March)</p> <p>CARE team meets weekly</p> <p>3- 4 times per year</p>	<p>NA</p> <p>\$1000 (food)</p>	<p>AFY PA</p>
<p>1.6 Non-academic support services (auxiliary services) for students and parents</p> <ul style="list-style-type: none"> • Targeted students will attend tutorials and study hall. • The school counselor will provide students and parents all relevant information relating to tutorials around the city and counseling services. • The school counselor will provide academic counseling and advisories to students and parents. • High school students and community members will be recruited to help with study hall. 	<p>School counselor</p> <p>LSP</p>	<p>September 07- May 08</p>		<p>Federal & State /Prop H</p>
<p>1.7 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • The school will utilize an IEP Master Calendar that integrates all IEP's to ensure compliance with timelines. • CELDT, LALAR, and other assessment results will be used to inform appropriate instruction which includes SDAIE strategies and native language instruction whenever possible. • The English Language Arts Committee will design and recommend a school wide tool for monitoring and assessing comprehension using materials from the adopted texts, (Houghton Mifflin & Prentice Hall), and/or Strategies That Work as references. 	<p>Principal, Assistant Principal, RSP teacher</p> <p>Committee members</p> <p>Principal Assistant Principal, and staff</p>	<p>September 07- May 08</p> <p>September 07</p> <p>quarterly</p>		

<ul style="list-style-type: none"> • Student writing samples will be collected on a quarterly basis, and grade wide results tabulated and reported to the SSC. * Houghton Mifflin summative assessments for underperforming students will be recorded quarterly and monitored. 				
<p>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> <p>Student groups participating in this goal: Students who score at basic or below level.</p> <p>Performance gains expected for these students: 25% of the targeted students will move to the proficient level.</p> <p>Means of evaluating progress toward this goal: quarterly review of student work</p> <p>Group data needed to measure academic gains: CST scores</p> <p>Objective 1: At least 25% of the students who scored at the “basic” level in the English Language Arts CST will move to the “proficient” level.</p> <p>Objective 2: At least 70% of the AA students will reach the proficient level by the end of the school year of 2007-2008.</p>				

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>2.1 Alignment of instruction with content standards</p> <ul style="list-style-type: none"> • IEP’s will be written and aligned to state core content standards and reflect students’ present levels of performance. • Professional development activities will focus on the implementation of the Content Standards. • In August, teachers will use content and performance standards to plan short and long term lessons. • Teachers (including SPED staff) will meet in grade level teams to review and assess student work to inform instruction. • Teachers will use student work to modify and adapt future lesson plans. • Teachers will differentiate instruction for targeted students. • All EL, AA, SPED and GATE students will be provided appropriate lesson modifications to support 	<p>Principal, Assistant Principal, and staff</p>	<p>ongoing</p>	<p>Instructional supplies – \$1000</p> <p>resources materials - \$500</p>	<ul style="list-style-type: none"> • WSF • GATE funds

<p>their learning needs with differentiation.</p> <ul style="list-style-type: none"> All middle school students will have opportunity to participate in instrumental music program. 	Music teacher		0.4 FTE	Prop H funds
<p>2.2 Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> All the students who scored at “below basic” and “far below basic” basic level will be on the SST program. All students with disabilities will have core curriculum materials and appropriate supplemental materials. WSF funds will be utilized to purchase supplemental materials. Teachers, paras, volunteers will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all GATE and High Potential students so they can have full access to the core curriculum. Curriculum is compacted if GATE student’s assessments show mastery. Differentiated instruction is provided throughout the day at the appropriate challenge level. <ul style="list-style-type: none"> Teachers will engage in inter-disciplinary projects. Teachers will observe each other on effective ways to implement best practices using the Content Standards. Teachers will use SDAIE strategies for EL learners. 	RSP teacher, GATE coordinator, Teachers	August 07 – June 08	Instructional supplies – \$1,000	Special Education and GATE funds
<p>2.3 Extended learning time/increase educational opportunity</p> <ul style="list-style-type: none"> Students will use the library for extended research project time. Students will use technology to enhance their classroom work. 	School counselor and elementary advisor, librarian		<ul style="list-style-type: none"> Improve Technology resources – hardware and software \$10,000 0.2 FTE (librarian) 	AFY PA/grants Prop H funds
<p>2.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> Professional development activities that address the language and academic needs of SPED, AA and EL’s will be provided. All teachers will meet monthly with grade level teams to review the focused standards. 	Principal & Assistant Principal		PD activities -\$5,000	AFY PA/Fed & State

<ul style="list-style-type: none"> • Teachers will analyze student work and share their insights at monthly staff meetings. • New teachers will be supported by team leaders, on-site mentors, and BTSA coaches. • Sped teacher will be provided with professional development on the core curriculum and ELD strategies. • The ELL trainers will continue to provide PD sessions on the newly adopted EL text – <u>On Our Way to English</u>. 				
<p>2.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> • Teachers will provide quarterly reports to parents related to student progress. • Information to parents will focus on language learning and content standards. 	Teachers			
<p>2.6 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects. They will work closely with the SSC and the administration to insure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day. • CELDT, LALAR, and other assessment results will be used to inform appropriate instruction that includes SDAIE strategies and native language instruction when possible. • Teachers will submit a yearly overview of the curriculum units and the matched standards in August, and will use this to monitor progress throughout the year. 	GATE coordinator, Principal, and Assistant Principal			WSF, GATE funds

GOAL #3: Initiatives to Improve Instruction: 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.

Student groups participating in this goal: Students in grades 2, 5, & 8 and all subgroups

Performance gains expected for these students: 80% of the students in the targeted grades will meet the oral proficiency goals

Means of evaluating progress toward this goal: rubrics and checklist

Group data needed to measure academic gains: adapted LALAR checklist

Objective 1: 90% of the students exiting 8th grade will reach a set level of Mandarin oral proficiency and literacy skills.

Objective 2: At least 80% of the students in grades 2, 5, & 8 will be able to meet the proficiency benchmarks for Cantonese oral language goals as stated in the AFY Chinese Language Arts Curriculum Guide.

Objective 3: At least 50% of the students performing at the “Basic” and below categories on the CST in Mathematics and English Language Arts will meet the proficient level by 2007-2008.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>3.1 Alignment of instruction with content standards</p> <ul style="list-style-type: none"> • All teachers will use second language acquisition best practices as outlined the English Language Learners Standards and Immersion Education Methodology. • Implement the Chinese Language Arts Standards 	Principal	Ongoing	<p>Chinese Instructional materials - \$5,000 Chinese library books (\$10,000)</p>	WSF and AFY PA
<p>3.2 Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> • Differentiation strategies will be fully utilized by both general and special educators such as visualization, think aloud, use of graphic organizers, summarization, and the use of audio tapes (in both Chinese and English). • All teachers will use second language strategies as outlined in Immersion best practices: adjust speech rate, use gestures and real objects, repeat directions, etc., • All Chinese immersion teachers will use only Chinese during Chinese instructional time and English only during English instructional time. • Students will participate in functional oral activities: e.g. introduce and or describe self, others, family members, pet, school, community, etc. • Students will participate in school-based and district-wide poetry recital and story telling contest, pencil calligraphy contest, and dictionary contest. 	Principal and staff		Contest prizes \$2,000	WSF and AFY PA
<p>3.3 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Professional collaboration among teachers of targeted students focuses on how to differentiate instruction/curriculum to challenge students. • Best practices are shared at grade level meetings 	Principal and staff		<p>Release time (\$2,000) PD (\$8,000)</p>	WSF, AFY PA

<p>regarding open-ended and independent research projects to further stimulate the learning of GATE and honors students.</p> <ul style="list-style-type: none"> • Teachers will attend workshops on language acquisition theories and practices. • Teachers will share strategies at weekly grade level meetings and monthly staff meetings. • Teachers will use release time to observe each other on best practices. • Teachers will participate in Chinese Language Arts study groups once a month. • Teachers will participate in summer 2007 institutes. 				
<p>3.4 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> • Monthly and/or quarterly newsletter will be sent home to inform the parents and community about the progress of the students' language learning. • Teachers will record (audio/video) the students using the second language and share with parents at parent-teacher conferences. • Community guest speakers, particularly Chinese speaking individuals who are non-ethnic Chinese, will be invited to share experiences in Chinese. 	<p>Principal and staff</p>		<p>Instructional supplies</p>	<p>AFY PA</p>
<p>3.5 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • Parent, teacher and student surveys will be used to monitor results. • Teachers will use an observation tool to assess the students' progress. • Teachers will use audio-tapes to record the students' responses as a pre and post assessment. 	<p>SSC</p>			

GOAL #4 School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

Objective 1: 80% of 4th–8th graders will demonstrate conflict resolution skills as measured by incident report logs, staff and student surveys.

Objective 2: 90% of the students who are involved in conflicts will seek peer mediation.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety</p> <ul style="list-style-type: none"> • The school has implemented a peer mediation program to address student conflicts using the Peer Mediation: Conflict Resolution in Schools model. • The school utilizes a school-wide positive behavior model. School site staff assists with the implementation of individual student behavior plans. • The school counselor and elementary advisor will meet with groups of targeted students to provide group counseling on identified issues and topics. • Elementary teachers will teach 20 health lessons and the middle school teachers will teach 30 health lessons during the academic year using the research validated curriculum. • The CARE team will be used to address student behavior and attendance issues. • Students will have lessons on conflict resolution. • The staff will enforce the SFUSD Anti-Slur Policy. • The staff and students will enforce the school wide emergency plan. • The students will have lessons on traffic safety. • The staff will identify measures to better secure the campus from trespassers. 	<p>Principal, Assistant Principal, school counselor, elementary advisor, Health advocates, teachers, and LSP</p>	<p>ongoing</p>	<p>Peer mediation training, t-shirts, awards – \$1,000</p>	<p>AFY PA</p>
<p>4.2 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Teachers will receive training and/or information on conflict resolution and the Anti-Slur Policy. • Staff will work with school resource officers and DPT personnel to identify measures to improve site safety. • The Sexual Minority Youth Liaison, Health Advocates and Liaison will collaborate with teachers to promote the Health education curriculum and special health awareness events, such as the Healthy Families Fair. • The Crisis Response Team will continue to receive PD and CRT Training. 	<p>Principal, Assistant Principal, health advocates and liaisons, LSP, and staff</p>			

<ul style="list-style-type: none"> The secretary and office staff will complete Medical Information and Care Plans for necessary students. 				
<p>4.3 Engagement of staff, parents, community</p> <ul style="list-style-type: none"> Translation services will be provided. Parents will be encouraged to share pertinent information through phone trees. Parents will be informed about the topics of workshops through weekly parent bulletins and monthly newsletters. Parents will be notified (as determined by staff) about incidents relating to students. Workshop on conflict resolution and the anti-slur policy will be provided for parents. All parents and guardians receive the SFUSD Parent/Student Handbook. 	<p>Principal Assistant Principal, and staff</p>		<p>Instructional supplies – \$500</p> <p>Translation services - \$500</p>	<p>WSF and AFY PA</p>
<p>4.4 Auxiliary services for students and parents</p> <ul style="list-style-type: none"> The elementary advisor, sexual minority youth liaison, health liaison, health advocate and school counselor will provide all relevant information to students and parents. The elementary advisor and school counselor will hold small group sessions with targeted students. The elementary advisor and school counselor will provide peer mediation training to peer mediators. 	<p>Counselor, elementary advisor, health advocates, and LSP</p>			
<p>4.5 Monitoring program implementation and results</p> <ul style="list-style-type: none"> The counselor will monitor the incident reports quarterly and an annual student survey will serve as a way to monitor the program. 	<p>SSC</p>			

GOAL #5 Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

Objective 1: 60% of the targeted parents (ELL) will attend parent education sessions in support of student learning, social, personal, and/or academic needs.

Objective 2: 100% of parents will be informed of curriculum standards, school program offerings, academic and behavioral expectations and requirements, and academic plan as indicated on annual parent surveys. Attendance will be monitored through sign-in logs.

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Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>5.1 Active parent involvement in decision making process</p> <ul style="list-style-type: none"> • GAC parent representative will be actively involved in the planning, implementing and monitoring of the GATE program. • An active SSC/ELAC is in place to ensure parent and community involvement in the decision making process by posting agendas and minutes and by disseminating information through the parent bulletin and newsletter. • A parent leadership team is utilized to help with activities at school including preparation of newsletter, written and oral translation, and presentation at parent workshops. 	<p>Principal, Assistant Principal, GATE coordinator, ELAC staff representative and teachers</p>	<p>8/07- 6/08</p>		<p>GATE, WSF, AFYPA</p>
<p>5.2 Ongoing communication with parents</p> <ul style="list-style-type: none"> • Parents of children who have not met the State’s proficient and advanced levels on the reading and math CST will continue to work with their children at home on the extended learning homework lessons which include stories on tape, comprehension questions, and interactive journals. • GAC parent representative and GATE Coordinator will share information about identification process and the GATE program at regularly scheduled SSC and parent meetings. • The school, with the input of parents, will draft a home-school compact which outlines how parents, staff and students will share the responsibility for improved student achievement • The parent involvement policy and Volunteer Handbook will be distributed to all families. • Parent/teacher conferences will be held semi-annually. • Weekly bilingual parent bulletin and monthly parent newsletter will be sent home to inform parents of the 	<p>Principal Assistant Principal, staff, GATE Coordinator</p>	<p>ongoing</p>		

<p>school happenings.</p> <ul style="list-style-type: none"> • In addition to the bi-annual parent-teacher conferences, teachers will be available to meet and discuss academic issues with parents on a by-appointment basis. 				
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students.</p> <ul style="list-style-type: none"> • Parents of students with disabilities will be informed of their child’s progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP. • GATE Coordinator and parent representative will write articles for the school bulletin or newspaper to inform the school community of the GATE program, news, articles about gifted education, and issues of interest to GATE parents. • All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. • We have a fully functioning ELAC in place that meets monthly. They communicate with the Parent Association and SSC through joint meetings and a liaison whose responsibility it is to attend all meetings and disseminate information to the larger ELAC. • Staff will work closely with community-based organizations to ensure an increase of enrollment applications from the African American and Latino communities. • Staff will coordinate parent workshops and community events targeted towards underrepresented groups at AFY. 	<p>Principal Assistant Principal, and the SSC</p>	<p>Ongoing</p>		<p>GATE fund</p>
<p>5.4 Providing education opportunities for parents</p> <ul style="list-style-type: none"> • Workshops (sponsored by AFY, SSC and ELAC) for parents will be held on topics which will increase capacity to monitor child’s progress such as: Holding an Effective Parent/Teacher Conference; California Content Standards as a Tool for Parents; Enrollment, and other topics to be determined by parent per their interest. Bilingual notices are sent home prior to each event. 	<p>SSC</p>	<p>8/07 –6/08</p>		

<ul style="list-style-type: none"> • Orientation meetings and workshops will be provided to parents to educate them about immersion education and the goals and objectives of the school. 				
<p>5.5 Involvement of community partners</p> <ul style="list-style-type: none"> • Parents will be invited to work with staff as equal partners to implement and coordinate parent programs and build ties between parents and the school. • The counselor will work with San Francisco School Volunteers to recruit volunteers for the tutorial programs. • The teachers will work with SFUSD School Gardens Program and Golden Gate Park Services to enhance our school’s garden program. • We will continue to work with community organizations including: Performing Arts Workshop, Self-Help for the Elderly, and the University of California at San Francisco. • The school will participate in the annual Chinese New Year Parade. • The staff and parent leaders will work with identified children centers and preschools to inform the targeted groups about the school and the enrollment process. 	<p>Principal, Assistant Principal, staff, SCC, AFY PA</p>	<p>8/07 –6/08</p>		
<p>5.6 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • We will use parent surveys to monitor the program. • We will solicit ideas for continual improvement and seek formal and informal feedback. 	<p>SSC</p>	<p>8/07 –6/08</p>		

SCHOOL SITE COUNCIL 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
Liana Szeto/Jennifer Black		X					
Jay Taylor				X			10/04
Gina Chow			X				10/05
Susie Lam			X				10/05
Calvin Leung			X				10/04
Jamie Ramirez					X		10/06
Wade Randlett					X		10/06
Lloyd Schuknecht					X		10/05
Pauline Vela					X		10/05
Kelvin Quan					X		10/05
Numbers of members of each category		1	3	1	5		

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

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based school site and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- *Add one or more "non-schol site 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 LANGUAGE ADVISORY COUNCIL MEMBERSHIP

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Lila Luk			x					10/05
Annie Fang			x					10/05
Liana Szeto		x						na
Edwin Yuen					x			10/05
Joann Pang					x			10/05
Numbers of members of each category		1	2		2			

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.

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: 2/8/07
 - B. One meeting to present plan upon its completion.
DATE: 3/8/07
7. This school plan was adopted by the school site council on: 3/8/07
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

Liana Szeto		
Typed name of school principal	Signature of school principal	Date
Pauline Vela		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

