

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Commodore Sloat Elementary School

60408511.13
CDS Code

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 practice at this school:

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

SITE: Teachers and staff develop and implement instructional programs that are aligned with SFUSD policy and practices and State core content standards. They use District adopted programs and materials that are aligned with and approved by the State Board of Education. All students have access to these materials.

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

SITE: All students have access to SFUSD adopted instructional materials in the classroom. Additionally the school has purchased and developed supplemental materials that support standards-based instruction so that all students are provided with appropriate materials. These include materials to challenge GATE and high performing students, adapted materials for special education, inclusion students and materials to provide extra support for SED students in reading, writing and math.

3. Services provided by the regular program to enable underperforming students to meet standards:

SITE: During bi-weekly faculty meetings and grade-level teacher release days, professional development focuses on alignment and of academic standards and assessment of student performance in meeting those standards. In particular there is a focus on best practices for meeting the needs of English Language Learners and a focus on writing instruction for all students.

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

SITE: Student Success Team (SST) meets regularly to develop individual strategies to enable under-performing students to meet standards. Additional support is provided to under-performing students by the student advisor, bilingual and inclusion paraprofessional, school counselor, resource specialist, speech therapist and school volunteers.

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

SITE: Chinese bilingual para, under the supervision of certificated staff provides primary language and literacy support to targeted ELL students. The Student Advisor meets with teacher identified students who under-performing and provides extra tutoring and support to them.

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

SITE: Staff analyze student achievement data provided by district research department 3 times a year to identify overall trends and recognize any gaps. Additionally grade level teams analyze student work samples and curricular assessment in reading and math to identify particular instructional areas in which students need more support. Teachers then develop strategies to address those areas of need.

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

SITE: The Parent Club Organization (PCO) provides enrichment opportunities for all students through the school gardening program, visual and performing arts programs, poetry and vocal music. Additionally they coordinate an after school enrichment program. The YMCA has an on-site after school program at Commodore Sloat. The school also provides support to underperforming students that includes in-class support from paraprofessionals and school volunteers.

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

SITE: Time and money are barriers to improvements in student achievement. There is not enough time to dedicate to professional development to help teachers develop strategies to meet the needs of under-performing students. There is not enough money for support staff to help in those efforts.

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

SITE: Class size at 4th and 5th grade and lack of support staff create limitations in our current program and make it more difficult to enable underperforming students to meet standards.

Insert SARC Highlights

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:

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

Data on the CST in English/Language Arts indicates that there is an achievement gap between English Language Learners and their English only peers. Whereas 72% of non-ELL students at Commodore Sloat score at a proficient or advanced level on the English/Language Arts CST, only 53% of English Language Learners score at proficient or advanced on the ELA CST. This gap between ELL and non-ELL students surfaces at the 4th grade level. In 4th grade 79% of our non-ELL students score at proficient or advanced whereas only 50% of ELL students are proficient or advanced. In 5th grade the gap is acute. 77% of non-ELL students score at proficient or advanced whereas only 8% of ELL students scored at proficient or advanced.

Additionally there is a concern that while all of our other sub-groups have been making significant gains, the number of African American students scoring at the proficient or advanced level has remained relatively flat. In 2002 26% of our African American students scored at proficient or advanced. In 2006 33% did so.

Objective 1:

25% or CSS English Language Learners will move from basic to proficient on the California Standards test in English Language Arts.

Objective 2:

50% of our African American students will score at proficient or advanced on the California Standards test in English Language Arts.

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

1. Teachers will analyze achievement data from CST, CELDT and Brigance in August and September. They will work in grade level groups to identify the content and performance standards in which students in various sub-groups are having the most difficulty. Grade level teams will collaborate to design instruction to help students meet those standards.
2. Analysis of CELDT and CST data will be used to target additional language instruction for 4th and 5th grade ELL students in after school program taught by the 4th and 5th grade teachers.
3. All ELL students will receive EDL instruction one period a day as evidenced by teacher lesson plans.

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:

Data on the CST in English/Language Arts indicates that there is an achievement gap between English Language Learners and their English only peers. Whereas 72% of non-ELL students at Commodore Sloat score at a proficient or advanced level on the English/Language Arts CST, only 53% of English Language Learners score at proficient or advanced on the ELA CST. This gap between ELL and non-ELL students surfaces at the 4th grade level. In 4th grade 79% of our non-ELL students score at proficient or advanced whereas only 50% of ELL students are proficient or advanced. In 5th grade the gap is acute. 77% of non-ELL students score at proficient or advanced whereas only 8% of ELL students scored at proficient or advanced.

Additionally data indicates that 49.5% of SED students are scoring at proficient or above in English Language Arts as opposed to 79.6% of non-SED students. 32% of our special education students are proficient in English/Language Arts; 36% are proficient in math.

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

Objective 1:

65% of Commodore Sloat’s English Language Learners will perform at proficient or advanced on the English Language Arts California Standards test.

Objective 2:

20% of Special Education Students who scored at far below basic or below basic will score at the basic level or above.

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

1. Teachers will differentiate instruction to provide access to curriculum for all students. They will use SDAIE methods to provide access to English Language Learners.
 2. Using the supplemental literacy materials in the Literacy Room, teachers will address the needs of specific students in English Language Arts during universal access reading time and during writing workshop.
 3. General education classroom teachers, the Resource Specialist and Inclusion teacher will collaborate regularly to design and implement instruction that supports access to Houghton Mifflin Language Arts and Harcourt Math for special education students.
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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:

Data on the CST in English/Language Arts indicates that there is an achievement gap between English Language Learners and their English only peers. Whereas 72% of non-ELL students at Commodore Sloat score at a proficient or advanced level on the English/Language Arts CST, only 53% of English Language Learners score at proficient or advanced on the ELA CST. This gap between ELL and non-ELL students surfaces at the 4th grade level. In 4th grade 79% of our non-ELL students score at proficient or advanced whereas only 50% of ELL students are proficient or advanced. In 5th grade the gap is acute. 77% of non-ELL students score at proficient or advanced whereas only 8% of ELL students scored at proficient or advanced.

Classroom observations and teacher surveys indicate that teachers need more strategies to differentiate instruction.

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

Objective 1: Classroom observations and lesson plans will reflect that all teachers are incorporating ELD standards through use of district adopted Rigby materials in the classroom on a daily basis.

Objective 2: Classroom observations and lesson plans will reflect that teachers are using a variety of strategies to differentiate instruction in math, reading and writing to meet the specific needs of various sub-groups within the student population.

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

1. All teachers will participate in a year-long professional development study of practices to differentiate instruction. This will include a study of engagement strategies based on current brain research.
2. Teachers will collaborate, visit each others classrooms to observe other teachers on site in order to support teacher learning around ELD/SDAIE strategies; engagement strategies and differentiated instruction.
3. On a monthly basis teachers will jointly review student work in writing and discuss strategies for meeting the needs of all students.

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:

Parent survey found that 96% of the parents agreed that Commodore Sloat provided a safe environment for their children. The two main concerns that were voiced in regard to safety had to do with the openness of the campus and the situation with unsafe driving habits at drop-off and pick-up time. Staff surveys indicate a continuing concern that all students are not productively engaged during recess and lunch time. There continues to be approximately 5% of the student body who are tardy (5 – 10 minutes) at least 5 times.

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

Objective 1: Reduce the number of students who are habitually tardy to 2%.

Objective 2: Increase the number of structured activities offered at lunch recess.

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

1. Learning Support Consultant will work with all third, fourth and fifth grade classes to develop better social communication skills.
2. Student advisor and school staff will hold bi-weekly SST meetings to provide helpful suggestions and recommendations to parents whose children are having academic/behavior/tardiness difficulties.
3. The staff will decide on joint asset building activities to do school-wide with a particular focus on developing positive values.

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:

Data from community meetings and from parent surveys indicate that while the present communication forms (Wednesday envelopes) are the most common way that parents stay connected with what is happening at the school, at least one-third of the parents indicated they would also like to receive information electronically.

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

Objective 1: Increase attendance at community events from all sub-groups to 75%.

Objective 2: The SSC and PCO will be more reflective of the entire school community.

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

1. Information about the SSC and PCO will be translated into Chinese and Spanish. Translation will be available at all meetings.
2. In addition to better utilizing existing media to communicate with parents (e.g. monthly newsletter, Wednesday envelopes) we will send notices and information about school happenings via email and post on the school's website.
3. Parents will be surveyed to identify the kinds of activities they are most likely to attend.

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:

Performance gains expected for these students:

Means of evaluating *progress* toward this goal:

Group data needed to measure academic gains:

Objective 1:

25% or CSS English Language Learners will move from basic to proficient on the California Standards test in English Language Arts.

Objective 2:

50% of our African American students will score at proficient or advanced on the California Standards test in English Language Arts.

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> <p>1.1.1 Teachers will implement the District adopted standards based curriculum in all subjects.</p> <p>1.1.2 Teachers will analyze achievement data from CST, CELDT, and Brigance in August and September. They will work in grade level groups to identify the content and performance standards in which students in various sub-groups are having the most difficulty. Grade level teams will collaborate to design instruction to help students meet those standards.</p> <p>1.1.3 Teachers will monitor core curriculum progress using a variety of assessment tools such as writing samples, writing rubrics, Harcourt Math and Houghton Mifflin Assessment checklists, LALAR and LPAAC.</p> <p>1.1.4 In monthly grade level and cross grade level meetings, teachers will use the California State Core Curriculum framework, content standards and SFUSD Content and Performance Standards to design lesson plans and discuss teaching strategies.</p> <p>1.1.5 In monthly grade level and cross grade level meetings, teachers will jointly assess student work samples from targeted students and develop strategies for working with those students.</p> <p>1.1.6 All students will use district textbooks and supplemental books and materials that support the core curriculum</p>	<p>All staff</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All staff</p>	<p>August - June</p> <p>August – June</p> <p>Quarterly</p> <p>Monthly</p> <p>Monthly</p> <p>August - June</p>		<p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF</p> <p>WSF, SI</p>

1.2 Improvement of research-based instructional strategies and materials.					
1.2.1	All teachers will use a variety of instructional materials including library books, computers, listening centers, manipulatives, videos, word walls, primary language books, multimedia technology tools, science equipment and additional materials and resources aligned with standards. These resources will supplement district adopted core curriculum to address student differences in learning styles.	All staff	August - June	\$9835	WSF, Instr Lib matls & Ed Tech; Discretionary block grant
1.2.2	Librarian will work with fourth and fifth grade teachers to design and teach research skills	Librarian, 4 th and 5 th grade teachers	August – June		WSF; Prop H;
1.2.3	Teachers will implement writing workshop and score student work using New Standards	All teachers	August – June		WSF
1.2.4	Reading and mathematics intervention programs will be provided for all children below the proficient level to meet State’s proficient and advanced levels of academic achievement.	All staff	August – June	\$1487	Title I Targeted Assistance;WSF
1.2.5	Staff will attend workshops to become better informed as to the current district adopted texts, assessments and instructional practices in the classrooms	All staff	August - June		

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> <p>2.1.1 IEPs will be written and aligned to state core content standards and reflect students’ present levels of performance.</p> <p>2.1.2 IEP goals and objectives will be standards based using SFUSD Content and Performance Standards to reflect student performance.</p> <p>2.1.3 All GATE students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum throughout the day.</p> <p>2.1.4 English learners (ELs) will be provided with English language development instruction that is based on ELD standards and appropriate for the identified levels of language proficiency.</p> <p>2.1.5 All students participate in either visual or performing arts classes throughout the school year.</p> <p>2.1.6 All students are provided with district mandated textbooks and materials in support of the core curriculum.</p>	<p>Special education teachers and classroom teachers</p> <p>Special education teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers; arts consultants</p> <p>All staff</p>	<p>On-going</p> <p>On-going</p> <p>August – June</p> <p>August – June</p> <p>September – May</p> <p>August - June</p>		<p>WSF, SPED</p> <p>WSF, SPED</p> <p>WSF</p> <p>WSF</p> <p>Arts grant; Prop H PCO</p> <p>WSF</p>
<p>2.2 Improvement of instructional strategies and materials.</p> <p>2.2.1 All students with disabilities will have core curriculum materials and appropriate supplemental materials. WSF funds will be utilized to purchase supplemental materials.</p> <p>2.2.2 Teachers, paras, volunteers will coordinate the</p>	<p>All staff</p> <p>All staff</p>	<p>August – June</p> <p>August – June</p>		<p>WSF</p> <p>WSF</p>

<p>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.</p> <p>2.2.3 Curriculum is compacted if GATE students' assessments show mastery.</p> <p>2.2.4 Differentiated instruction is provided throughout the day at the appropriate challenge level.</p> <p>2.2.5 Bililingual staff, inclusion paras and volunteers working with Special Education , NEP/LEP and other special needs students will support teachers in core curriculum instructional delivery.</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>August – June</p> <p>August – June</p> <p>August - June</p>		<p>WSF</p> <p>WSF</p> <p>WSF</p>
<p>2.3 Extended learning time/increase educational opportunity</p> <p>2.3.1 Students identified as SED and/or at-risk will receive additional support in reading, writing, math and social skills building from RSP, Inclusion Teacher, Bi-lingual para, inclusion paras, school counselor, and community relations specialist. Communication between school and home will be facilitated by the Community Relations Specialist and by classroom teachers on a regular basis.</p> <p>2.3.2 Based on assessments, all GATE students will receive appropriate access to the core curriculum and extensions beyond, in depth, complex, novel and accelerated assignments that differentiate instruction throughout the day.</p> <p>2.3.3 Students identified as at-risk will receive additional services from RSP.</p> <p>2.3.4 ELL students will be provided ELD and SDAIE instruction daily by classroom teacher. Primary language support will be provided in Chinese by paraprofessional.</p> <p>2.3.5 RSP Teacher will provide small group writing, reading and math instruction to students identified with learning disabilities and to at-risk</p>	<p>All staff</p> <p>All teachers</p> <p>Resource specialist</p> <p>All teachers, bilingual para</p> <p>Resource Specialist</p>	<p>August – June</p> <p>August – June</p> <p>September – June</p> <p>August – June</p> <p>September - June</p>		<p>WSF</p> <p>WSF</p> <p>WSF, Special Education</p> <p>WSF, LEP</p> <p>WSF, Special Education</p>

students using push-in and pull-out program.				
<p>2.4 Staff development and professional collaboration</p> <p>2.4.1 Teachers will be provided with release time to visit classrooms to observe ELD literacy instruction. They will collaborate on how to provide ELD instruction for students at their instructional level.</p> <p>2.4.2 Professional collaboration of GATE students focuses on how to differentiate instruction/curriculum to challenge GATE students.</p> <p>2.4.3 Teachers will attend after-school professional development around how to use technology to differentiate instruction.</p> <p>2.4.4 All teachers work with Arts Consultants developing activities in visual and performing arts that meet Arts standards as well as other academic standards.</p> <p>2.4.5 Best practices are share at grade level meetings regarding open-ended and independent research projects to further stimulate the learning of GATE students.</p>	<p>All teachers</p> <p>3rd – 5th grade teachers</p> <p>All teachers</p> <p>All teachers, arts consultants</p> <p>All teachers</p>	<p>Quarterly</p> <p>On-going</p>	<p>1500</p> <p>\$3000</p> <p>\$1848</p>	<p>WSF</p> <p>Sch & Lib Block Grant</p> <p>Arts, Music \$ PE</p>
<p>2.5 Involvement of staff, parents and community</p> <p>2.5.1 Special education staff will inform parents of student progress using the Attachment G</p> <p>2.5.2 Home/school communication materials will be translated.</p> <p>2.5.3 Through Wednesday envelope communication and school meetings, staff will provide information related to parenting skills, support services, curriculum issues for our community in general.</p>	<p>Special education and DIS staff</p> <p>School secretary, parent volunteers</p> <p>Principal, Learning Support Consultant, Staff</p>	<p>Quarterly</p> <p>Monthly</p> <p>Monthly</p>		<p>WSF, Special Education</p> <p>WSF, PCO</p> <p>WSF, PCO, Prop H</p>
2.6 Monitoring program implementation and results				

2.6.1 Use of IEP master calendar to monitor appropriate delivery of services within federal timelines to assure IEP compliance.	Principal, special education and DIS teachers	September – May		WSF, Special Education
2.6.2 GATE Coordinator and Parent Representative will help monitor the GATE program in all its aspects. They will work closely with the SSC and the principal to insure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day.	GATE coordinator and parent re, principal, SSC	On-going		WSF
2.6.3 CELDT, LALAR and other assessments will be used to inform appropriate instruction which includes SDAIE strategies and native language instruction support when possible.	All staff	September – June		WSF, LEP
2.6.4 The teacher representative from RSP, GATE will attend at least one SSC meeting a year to report on progress.	Resource Specialist, GATE coordinator, SSC	September – June		WSF
2.6.5 Special Education staff will utilize CAPA (alternate assessment) for students who are cognitively impaired and/or who meet the alternative assessment criteria to effectively monitor academic growth.	Resource Specialist, Inclusion teacher	April		WSF, Special Education

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: All students
Performance gains expected for these students: Classroom observations; lesson plans
Means of evaluating progress toward this goal: CELDT, CST, writing samples

Objective 1: Classroom observations and lesson plans will reflect that all teachers are incorporating ELD standards through use of district adopted Rigby materials in the classroom on a daily basis.

Objective 2: Classroom observations and lesson plans will reflect that teachers are using a variety of strategies to differentiate instruction in math, reading and writing to meet the specific needs of various sub-groups within the student population.

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> <p>3.1.1 Teachers will collaborate to discuss lesson planning, teaching strategies through the use of the California Core Curriculum framework, the California Core Curriculum framework, content standards and SFUSD Content and Performance Standards:</p> <ul style="list-style-type: none"> - Consistency - PD around common best practices - Common assessments in language arts and math 	All teachers	On-going		WSF
<p>3.2 Improvement of instructional strategies and materials</p> <p>3.2.1 Student work samples will be reviewed 4 times per year. During these times, teachers will review, modify and develop additional instructional strategies to move all students to the proficient and above proficient levels. Teachers modify curriculum and write individual plan for students.</p> <p>3.2.2 Teachers will collaborate, visit, observe other teachers at site. They will discuss observations in grade level groups.</p> <p>3.2.3 Differential strategies will be fully utilized by both general and special educators. They will:</p> <ul style="list-style-type: none"> a. Adapt instruction to instructional level of student, e.g. provide modified (more or less) challenging assignments or activities. b. Provide instructional materials that foster independent seat work so teacher can conference with individual students to provide individualized instruction c. Provide instructional materials for students' different learning styles, e.g. manipulatives, shortened assignments, visual, modified 	All teachers	Quarterly		

<p>homework packet, alternative spelling words, primary language</p> <p>d. Connect new learning to previous learning.</p> <p>e. Provide positive reinforcement for desired outcomes.</p>				
<p>3.3 Staff development and professional collaboration</p> <p>3.3.1 Professional development is incorporated into daily work of teachers, Professional development is directly connected to learning needs of students.</p> <p>3.3.2 All teachers will study “Fulfilling the Promise of the Differentiated Classroom” and try out strategies in their classrooms.</p> <p>3.3.3 Teachers and staff will attend workshops or training offered by the District.</p>	<p>All teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>August – June</p> <p>August – June</p> <p>As scheduled</p>		<p>WSF</p> <p>WSF</p> <p>District</p>
<p>3.4 Involvement of staff, parents and community</p> <p>3.4.1 Home/school communication will be translated</p> <p>3.4.2 Teachers will hold “Back to School Night” and communicate with parents at least 4 times a year through report card/conferences.</p> <p>3.4.3 The Principal and the Student Advisor will implement the SST process to assist parents and students who need additional academic and/or social services.</p>	<p>School staff, PCO</p> <p>All teachers</p> <p>Principal, Student Advisor, Teachers, Learning Support Consultant</p>	<p>Monthly</p> <p>Quarterly</p> <p>Bi-weekly</p>		<p>WSF</p> <p>WSF</p> <p>WSF, Consent Decree, Learning Support Consultant</p>
<p>3.5 Monitoring program implementation and results</p> <p>3.5.1 SSC will monitor program implementation and results monthly. The school-wide surveys and district data analysis results will drive the improvement process.</p> <p>3.5.2 Teachers will collect, analyze and score math,</p>	<p>SSC</p> <p>All teachers</p>	<p>Monthly</p> <p>Quarterly</p>		<p>WSF</p> <p>WSF</p>

writing and reading assessments four times per year.				
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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.

Student groups participating in this goal: All students

Performance gains expected for these students: Tardies will be cut in half to 2%

Means of evaluation progress toward this goal: Attendance/tardy records; school site council survey will evaluate safety and learning environment.

Group data needed to measure gains: Attendance/tardy records; CST scores; Parent survey results

Objective 1: Reduce the number of students who are habitually tardy to 2%.

Objective 2: Increase the number of structured activities offered at lunch recess.

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> <p>4.1.1 Through Wednesday envelopes, staff will disseminate information related to parenting skills, support services, and curriculum issues for students and parents.</p> <p>4.1.2 All staff members will continue to use Conflict Management, Communication Lab curriculum lessons for addressing classroom and school ground conflicts and will assist with the implementation of individual student behavior plans.</p> <p>4.1.3 Learning Support Consultant, Student Advisor and Special Education staff will hold weekly social skills building and anger management groups to reduce play yard and classroom problems.</p>	<p>Teachers, Principal, Learning Support Consultant</p> <p>Teachers, Counselor, School Psychologist</p> <p>Learning Support Consultant, Student Advisor, SPED staff</p>	<p>On-going</p> <p>August – June</p> <p>September – June</p>		<p>WSF</p> <p>WSF, Prop H</p> <p>WSF, Prop H, Title I Targeted Assistance</p>

<p>4.1.4 Student advisor and school staff will hold bi-weekly SST meetings to provide helpful suggestions and recommendations to parents whose children are having academic/behavior/tardiness difficulties.</p> <p>4.1.5 PE Specialist and parent volunteers will lead organized games at lunch time four days a week.</p> <p>4.1.6 The SSC annual surveys results will indicate the strengths and areas of concern and monitor consistent implementation of our programs.</p> <p>4.1.7 A school site Health Advocate will attend District monthly meetings and bring back health related school resources. She will share resources with the rest of the staff in the monthly staff meeting.</p> <p>4.1.8 Have a visitor sign-in book and procedure to pick up ID badge in the main office.</p> <p>4.1.9 Review lock down procedures with staff and students.</p> <p>4.1.10 Inform staff and parents of any new policies and/or procedures.</p>	<p>Learning Support Consultant, Student Advisor, staff PE Specialist</p> <p>SSC</p> <p>Health Advocate</p> <p>Principal, Secretary</p> <p>Principal, staff</p> <p>Principal</p>	<p>September – June</p> <p>September – June</p> <p>January</p> <p>Monthly</p> <p>On-going</p> <p>August</p> <p>On-going</p>	<p>15,000</p>	<p>WSF, Prop H, Title I Targeted Assistance</p> <p>PCO</p> <p>WSF</p> <p>District</p> <p>WSF</p> <p>WSF</p> <p>WSF</p>
<p>4.2 Staff development and professional collaboration:</p> <p>4.2.1 Staff representatives will attend District CRT Training and other safety related training</p> <p>4.2.2 Yard supervisors will be trained regularly in problem solving meetings led by Learning Support Consultant and Principal</p>	<p>Principal, staff representative</p> <p>Principal, LSC, Yard supervisors</p>	<p>As scheduled</p> <p>Quarterly</p>		<p>District, WSF</p> <p>WSF, Prop H</p>
<p>4.3 Engagement of staff, parents, and community</p> <p>4.3.1 Parents and staff will schedule multiple clean-up days during the year.</p> <p>4.3.2 Clean-up days will be scheduled jointly with</p>	<p>PCO</p> <p>PCO, Principal</p>	<p>Quarterly</p> <p>Quarterly</p>		<p>PCO</p> <p>PCO, WSF</p>

<p>community meetings to get input and hear parent concerns on a regular basis</p> <p>4.3.3 School will participate in the Composting Program</p> <p>4.3.4 Parent volunteers and noon monitors will be trained to lead age-appropriate activities at lunch recess. Volunteers and monitors will be assigned to specific activities for different age groups.</p> <p>4.3.5 Parent NERT Team will train teachers and parents on Earathquake preparedness.</p> <p>4.3.6 The SF Fire Department will conduct monthly fire drill and school fire safety inspection annually.</p> <p>4.3.7 Parent traffic safety committee will continue to work with DPT to get appropriate signage around the school</p> <p>4.3.8 Parent traffic safety committee will continue to do parent education about safe driving practices around the school.</p> <p>4.3.9 Appropriate resources are made available to assure translation and interpretation services for parents as needed.</p>	<p>Teacher rep</p> <p>Parent volunteers, noon monitors</p> <p>Parent team; teachers</p> <p>Fire Department</p> <p>PCO</p> <p>PCO</p> <p>Staff</p>	<p>On-going</p> <p>September – June</p> <p>August – September</p> <p>Monthly</p> <p>On-going</p> <p>On-going</p> <p>As needed</p>		<p>City</p> <p>PCO</p> <p>WSF</p> <p>City</p> <p>PCO</p> <p>PCO</p> <p>WSF/PCO</p>
<p>4.4 Auxiliary services for students and parents</p> <p>4.4.1 Parents and staff will schedule multiple clean-up days during the school year.</p> <p>4.4.2 School will participate in conflict management activities regularly.</p> <p>4.4.3 Students will recycle and participate in the composting program during the yard</p> <p>4.4.4 Staff will provide a list of outside tutoring to parents that is available to students.</p>	<p>PCO, staff</p> <p>LSC, Student Advisor</p> <p>Staff, students</p> <p>Staff</p>	<p>Quarterly</p> <p>September – June</p> <p>August – June</p> <p>August - June</p>		<p>PCO</p> <p>Title I Targeted, Prop H</p> <p>WSF</p> <p>WSF</p>

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

Student groups participating in this goal: All students

Performance gains expected for these students: At least a year’s gain in CST reading and math scores

Means of evaluating progress toward this goal: SSC surveys, feedback from community meetings, SSC and PCO discussions

Group data needed to measure gains: SSC/PCO survey, minutes from SSC?PCO, CST, CELDT, CAT 6 results

Objective 1: Increase attendance at community events from all sub-groups to 75%.

Objective 2: The SSC and PCO will be more reflective of the entire school community.

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> <p>5.1.1 The SSC will be comprised of the required percentage of parents. Parents will be actively engaged in decision-making and planning related to school programs and decisions related to budgets and services. Monthly meeting minutes will be made available to all community members.</p> <p>5.1.2 The parents, staff and community members develop fund raising events to supplement enrichment school programs for the students.</p> <p>5.1.3 Parent and staff will plan community building and education events for families including Family Literacy Nights and Book-making Night.</p> <p>5.1.4 A parent leadership and staff team will help with activities at school including preparation of newsletter, written and oral translation, and presentation at parent workshops.</p>	<p>SSC</p> <p>PCO, Staff</p> <p>Teachers, PCO</p> <p>Principal, Teachers, PCO, SSC</p>	<p>September – June</p> <p>September – June</p> <p>Quarterly</p> <p>September - June</p>		<p>WSF</p> <p>PCO</p> <p>WSF, PCO</p> <p>WSF, PCO</p>

<p>5.2 Ongoing communication with parents</p> <p>5.2.1 The school will distribute monthly newsletter to parents to provide families with information about school activities, requirements and expectations. Parents will be asked to sign and return envelopes. Newsletters are translated into Chinese.</p> <p>5.2.2 School will maintain an Open Door policy for parents.</p> <p>5.2.3 Signs in applicable languages, will be hung in common areas of school welcoming</p> <p>5.2.4 New parent orientation will be held at the back-to school night and before school starts. Orientation packet will be sent home prior to start of school with applicable volunteer sign-up forms, volunteer information, including a welcoming letter from the Kindergarten teacher outlining classroom policies, curriculum and plans. Families entering in the fall will be invited to end of year celebration in May.</p> <p>5.2.5 PCO will maintain website with information about upcoming school events, minutes from SSC and PCO and about school policies.</p>	<p>All staff</p> <p>Principal and Staff Staff</p> <p>Parents and staff</p> <p>PCO</p>	<p>August – June</p> <p>On-going</p> <p>On-going</p> <p>May, August , September</p> <p>On-going</p>		<p>WSF, PCO</p> <p>WSF & PCO</p> <p>WSF</p> <p>WSF, PCO</p> <p>PCO</p>
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <p>5.3.1 The SSC will be comprised of the required percentage of parents. Parents will be actively engaged in decision-making and planning related to school programs and decisions related to budgets and services for ELD, SED, SPED and GATE students.</p> <p>5.3.2 The GATE parent representative will attend the District GATE advisory monthly meetings and disseminate GATE related information to GATE parents.</p> <p>5.3.3 The GATE staff coordinator and parent representative will hold parent meetings to</p>	<p>Principal, SSC</p> <p>GATE parent representative</p> <p>GATE coordinator and</p>	<p>On-going</p> <p>As scheduled</p> <p>Fall and Spring</p>		<p>WSF</p> <p>District</p> <p>WSF</p>

<p>address GATE issues</p> <p>5.3.4 The school will distribute monthly newsletter in English and Chinese to parents to provide families with information about school activities, requirements and expectations. Parents will be asked to sign and return envelopes.</p> <p>5.3.5 Parent conference will be held on a flexible schedules.</p> <p>5.3.6 All parent activities shall provide for full opportunities for the participation of parents with limited English proficiency and parents with disabilities. Translation will be available in Chinese and Spanish at community meetings.</p> <p>5.3.7 Each classroom will have at least one room parent to act as a liaison between the parents and classroom. Room parents will make phone calls and other contacts to enlist parent involvement.</p>	<p>parent rep</p> <p>PCO, Staff</p> <p>Teachers</p> <p>Principal, staff, PCO</p> <p>PCO, teachers</p>	<p>Monthly</p> <p>October and March</p> <p>On-going</p> <p>On-going</p>		<p>WSF, PCO</p> <p>WSF</p> <p>WSF</p> <p>WSF, PCO</p>
<p>5.4 Providing education opportunities for parents</p> <p>5.4.1 The Principal, staff and PCO will coordinate meetings/ workshops for parents related to topics of health concerns and services, extended learning opportunities and strategies to help parents.</p> <p>5.4.2 The school newsletter will stress the importance of school activities.</p> <p>5.4.3 The LSC will hold parent and student meetings on academic or behavioral support strategies</p> <p>-</p>	<p>Staff, PCO</p> <p>Parents and staff</p> <p>LSC</p>	<p>On-going</p> <p>Monthly</p> <p>As needed</p>		<p>WSF & PCO</p> <p>PCO</p> <p>Prop H</p>
<p>5.5 Involvement of community partners</p> <p>5.5.1 The City will offer composting and recycling training programs to students K – 5 during Fall</p>	<p>Faculty rep</p>			<p>City</p>

<p>and Spring semester.</p> <p>5.5.2 The YMCA will off the LatchKey Program at Sloat</p> <p>5.5.3 Partner with San Francisco School volunteers to encourage volunteerism and develop community business partners</p>	<p>YMCA</p> <p>Principal, PCO</p>			<p>YMCA</p> <p>WSF, PCO</p>
<p>5.6 Monitoring program implementation and results.</p> <p>5.6.1 The PCO & SSC will monitor program implementation and conduct the school-wide parent survey in the Spring. The results will be tallied and reported to the community at a community meeting.</p> <p>5.6.2 SSC will create a benchmark checklist from site plan to monitor progress and results.</p> <p>5.6.3 Distribute Parent Satisfaction Survey and utilize results to review and revise programming</p>	<p>PCO, SSC</p> <p>SSC</p> <p>SSC, PCO</p>	<p>January, February</p> <p>Fall</p> <p>January, February</p>		<p>WSF</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
Deborah Faigenbaum		X					
Carol Siddle			x				
Janice Reilly			x				
Kylee Pinten				x			10/06
Ross Moody					x		10/05
Charles Johnson					x		10/05
Greg Benninger					x		10/05
Shawn Calhoun					x		10/06
Numbers of members of each category							

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 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
Deborah Faigenbaum		x						
Marianne Seiki			x					10/06
Tiffany Huyhn					x			10/06
Sheena Lee					x			10/06
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 MEMBERSHIP

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

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

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: 1/27/07
 - B. One meeting to present plan upon its completion.
DATE 3/3/07
7. This school plan was adopted by the school site council on: March 14, 2007.
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:

Deborah Faigenbaum

Typed name of school principal

Signature of school principal

Date

Ross Moody

Typed name of SSC chairperson

Signature of SSC chairperson

Date