

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

**[Daniel Webster Elementary]**

School

**38684786040893**

CDS Code

[March 9, 2007]  
Date of this plan/revision

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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

# ACADEMIC PROGRAM SURVEY

The Academic Program Survey (APS) is an assessment tool developed by California Department of Education (CDE) for schools to examine implementation of the nine Essential Program Components (EPCs) which serves as a guide for schools to improve student academic achievement and identify areas of strength and weakness. Submit the completed APS to your Assistant Superintendent separate from the Academic Plan and Budget.

Each component will be rated on a scale of 0 to 3, as follows (**BOLD** the appropriate rating):

- 3** – Full level of implementation
- 2** – Substantial level of implementation
- 1** – Partial level of implementation
- 0** – Minimal level of implementation

All components in the academic survey must receive at least a rating of 2 for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation.

<p><b>1. Instructional Program</b></p> <p>To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math</li> <li>– “<b>2 - Substantially</b>” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math</li> <li>– “<b>1 - Partially</b>” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math</li> <li>– “<b>0 - Minimally</b>” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</li> </ul>	<p>ELA     <u>3</u>   2   1   0</p> <p>ELA     <u>3</u>   2   1   0</p> <hr/> <p>Math     <u>3</u>   2   1   0</p> <p>Math     3   2   1   0</p> <p>Intervention</p>
<p><b>2. Instructional Time</b></p> <p>To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> classrooms have the appropriate time allocations for students</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> classrooms have the appropriate time allocations for students</li> </ul>	<p>ELA     3   2   1   0</p> <p>ELA     3   2   1   0</p> <p>Intervention</p> <hr/> <p>Math:    3   2   1   0</p> <p>Math:    3   2   1   0</p> <p>Intervention</p>
<p><b>3. Principals’ Instructional Leadership</b></p> <p>To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum</li> <li>– “<b>2 - Substantially</b>” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year</li> <li>– “<b>1 - Partially</b>” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</li> <li>– “<b>0 - Minimally</b>” means neither the principal nor vice principal have made arrangements to take AB 430</li> </ul>	<p>ELA     3   2   1   0</p> <p>Math    3   2   1   0</p>
<p><b>4. Teachers’ Professional Development Opportunities</b></p> <p>To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training</li> </ul>	<p>ELA     3   2   1   0</p> <p>Math    3   2   1   0</p>

<p><b>5. Student Achievement Monitoring System(s)</b>  To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction</li> <li>- “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u></li> <li>- “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered</li> <li>- “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>6. Ongoing Instructional Assistance and Support for Teachers</b>  To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials</li> <li>- “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers</li> <li>- “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers</li> <li>- “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>7. Monthly Teacher Collaboration by Grade/Content Level</b>  To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math</li> <li>- “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level</li> <li>- “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level</li> <li>- “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>8. Lesson Pacing Schedule (K-8)/Intervention (9-12)</b>  To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school</li> <li>- “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels</li> <li>- “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels</li> <li>- “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>9. Fiscal Support</b>  To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan</li> <li>- “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan</li> <li>- “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan</li> <li>- “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

## DATA SUMMARY

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

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Over the previous 5 years, students at Daniel Webster Elementary have shown an unsteady pattern of growth in both reading and math CST scores. Even though the school over the last 4 years has been able to reduce the numbers of students in the low average range (Far Below Basic, Below Basic, Basic) from 85% in 2002 to 77 % in 2006 (invisible growth), the school's challenges continue to be decreasing the number of students scoring at Basic and below and increasing the number of students at the proficient level.

School wide 23.4 % of 171 students scored at or above proficient level in English Language Arts in the CST. Overall, language arts in the CST 2006 shows a decrease in each grade level, with the exception of fourth grade. Last year, in the 2<sup>nd</sup>, 3<sup>rd</sup> and 5<sup>th</sup> grades, reading scores declined in the number of students at the proficient level by -3.9 % , -17.4% and -7.6 % respectively. Fourth Grade has shown a steady growth pattern since 2004. The positive growth from the previous year showed an increased in 4<sup>th</sup> grade on the number of students at proficient level of + 22.1 % . 42.7 % or 14 of 40 fourth graders are at proficient level. The school's challenge is sustaining the number of students that score at proficient level from the previous year and to increase the number of students that reach the benchmark.

Overall math scores have slightly decreased from 46.8 % to 40.9 % of the 171 students performing at the Proficient level. Last year, 3<sup>rd</sup> and 5<sup>th</sup> grade, math scores declined the proficient level by -26.3 % and - 11.48 % from the previous year. Fourth Grade has shown a steady growth pattern since 2004. The positive growth from the previous year showed an increase in 4<sup>th</sup> grade on the number of students at the proficient level of + 12.3 % or 47.5% of 40 fourth graders at the proficient level.

Of note, only 9.5% or 4 of 44 African American students, 19.7% or 13 students of 68 Latino students' and 15.3 % or 9 of 64 English Language Learners students' scored at proficient and above in English Language Arts on the CST. By comparison, 47.6 % or 19 of 42 Asian students scored at the proficient level in ELA on the CST. This is our achievement gap. We recognize that our targeted populations are our African American, Latino and English Language Learners. We will continue to differentiate our instruction for these students to close the achievement gap.

All school families were provided a Parent Survey written in English, Chinese and Spanish with 68 surveys returned. Allowing for more than one response per several families, approximately 65% of families responded. The 2007-2008 parent survey addressed academic achievement, general program information, school climate and parent involvement. The survey shows 91% of parents who returned the survey are satisfied with the language arts and math programs.

## EXECUTIVE SUMMARY

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### Analysis of Current Educational Practice

*The following questions will help you reflect on current educational practices at your school and its impact on improving student achievement, and to craft your academic plan for the 2007-2008 school year:*

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**Currently, what are the two or three (2-3) key objectives for the school in 2006-2007 (across the five District goals)? For each objective, please briefly answer the following questions, if applicable:**

- a) What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**
  - b) What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**
  - c) How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**
  - d) What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**
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#### **Current-Year Objective 1:**

On the CST-ELA, 25% or 13 students will move from below Basic to Basic and above; 20% or 9 students will move from Basic to Proficient and above; AA, L and ELL students will show an average of 10% improvement (each subgroup) on the CST-ELA.

#### **1. What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**

##### **Major High Leverage Activity # 1:**

K-5 ROCI (Results Oriented Cycle of Inquiry) Grade level collaboration meetings. Focus on writing, specifically organization.

##### **Major High Leverage Activity # 2:**

Universal Access Time. All teachers implement UA Time to meet the needs of various reading levels.

#### **2. What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**

This year, due to declining enrollment we had combination classes in the following grades: 1/2 Chinese Bilingual, 2/3 ELD, 3/4 Spanish Bilingual and Chinese Bilingual. Those classroom configurations presented challenges for the teachers in terms of adhering to recommended instructional time for core instruction as well as implementation. Universal access time posed several questions for the staff in terms of: a) grouping, b) how to differentiate instruction; c) how to implement guided reading lessons during this time in combination classrooms; d) how to ensure that all students are learning.

**Staffing:** Last year we faced a significant turn over of the staff. Four (4) highly qualified and experienced teachers left the school. Therefore, this year 4 brand new teachers joined our staff. This posed challenges in terms of building a common language across grade levels as well as the implementation of the Results Oriented Cycle of Inquiry. Among new teachers the levels of understanding varied around guided reading, direct instruction, flexible grouping. As a school, we developed guided reading trainings for all teachers. All staff attended to paid PD after school. IRF and principal developed and implemented the trainings. IRF coached teachers in the implementation. Most of the 4 new teachers were paired with an experienced teacher in their grade level. Our IRF facilitated grade level release time planning meetings and modeled lessons in their classrooms. Peer Observations were used productively in the ¾ grade team.

**How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**

Our categorical funds are used to fund additional classroom teachers in order to reduce class sizes in the upper grades. A Curriculum Technology Integrator to support the Houghton Mifflin Reading/Writing and Harcourt Math programs, a Literacy Specialist to work with targeted students, and bilingual paraprofessionals in order to better serve our students. Funds also supports staff development opportunities and allow us to purchase materials specifically selected to meet the needs of our under-performing students.

**What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**

The Jewish Coalition for Literacy provides volunteers to tutor individual students in reading and writing to targeted students identified by teachers. Families as Readers (FAR) meet on a monthly basis with a focus on K-2 and 3-5, and has assisted our families with literacy instruction at home. Families and other volunteers from the community assist in the classrooms as directed by the teachers, giving students extended learning opportunities. Winter Break, Spring Break and summer learning packets compiled by the teachers are sent home with all students, in addition to the District's Weekend Homework Packets sent home for 10 weekends before Standardized testing for students in grades 2-5.

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**Current-Year Objective 2:**

On the CST-Math, 30% or 10 students will move from below Basic to Basic and above; 20% or 8 students will move from Basic to Proficient and above; AA, L and ELL students will show an average of 10% improvement (each subgroup) on the CST-Math.

**What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**

**Major High Leverage Activity # 1:**

Problem solving strategies: Monthly Grade level collaboration meetings focused on problem solving strategies. Teachers bring student work to analyze and plan instruction to address students' needs.

**What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**

Monthly grade level meetings focused on analyzing student work. The challenges that we observed were the lack of a teacher friendly rubric to discuss student work. New and experienced teachers needed a framework to structure their discussions. As a school, we devoted several meetings to discuss problem solving strategies. Teachers chose rich problems from their T.E and other sources to challenge students in their classrooms. As a result each grade level had at least 12 problems that focused on math content skills and strengthening problem solving strategies. Currently, we are working with Steve Kesel our math content specialist from Teaching and Learning to articulate a K-5 Teacher Friendly rubric that focused on problem solving strategies.

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**Current-Year Objective 3:**

EL students will move to Proficient by 10% (8 students) on the CST-ELA

**What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**

**Major High Leverage Activity # 1:**

All classrooms will continue a daily, uninterrupted Universal Access period during which to provide differentiated instruction.

**Major High Leverage Activity # 2:**

Teachers will implement Focused Approach strategies to enable students to acquire grade level standards.

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**3. - What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**

This year, teachers faced the following challenges: a) unclear articulation within our bilingual programs (instructional minutes in each language); b) Scheduling daily mandatory ELD K-5 in addition to 2.5 hours ELA , 1.0 Math, Social Studies and Science to meet state requirements; c) only one teacher received the training on Focused Approach Strategies; d) Few teachers were effectively implementing the new ELD Rigby Adoption e) Teachers implementation of differentiated instruction varied within grades ( not consistent K-5).

As school we focused on clearly articulating our Bilingual programs. We developed a school wide schedule with instructional minutes in each language (Social Studies is in primary language K-5). We implemented an on-site training for all staff K-5 on how to integrate ELD Standards and Science Content Standards. We worked with Pilar Mejia our content specialist from Multilingual to develop: a) a pacing guide for the teachers to follow that integrate Rigby with Science Content Standards; b) an approach to incorporate and use Focused Approach Strategies to teach academic English. For next school year, we need to strengthen the implementation of the pacing guide and the curriculum agreements. Also, we need to provide professional development on Focused Approach Strategies and differentiated instruction to improve teaching and learning for all English Language Learners.

## **Priorities for 2007-2008**

*The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP targets. Below are the data conclusions for each of the five District Goals and the school's key objectives and strategies for the upcoming 2007-2008 school year.*

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### **Goal 1: Academic Achievement**

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

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#### **Key Findings:**

- Only 9.5% or 4 of 44 African American students, 19.7% or 13 of 68 Latino students' and 15.3 % or 11 of 72 English Language Learner students' scored at proficient and above in English Language Arts on the CST. By comparison, 47.6 % or 19 of 42 Asian students scored at proficient level. School wide we scored 23.4 % Proficient or Above.
- On the Math component of the CST, 15.9 % or 7 of our 44 African American students, 29.4% or 19 of our 68 Latino students and 88.1 % or 37 of our 42 Chinese students scored in the Proficient or above range. School wide we scored 40.9% Proficient or Above.
- The 2006 grade level breakdown for grade level proficiency in English Language Arts on the CST was as follows: grade 2 (24.4%), grade 3 (15.9%) a significant -17.4 drop from the previous year, grade 4 (42.5%), grade 5 ( 13%) a -7.6% drop from the previous year.
- The 2006 grade level proficiency rate in math was as follows: grade 2 (51.2%), grade 3 (34.1%) a significant -26.3 drop from the previous year, grade 4 (47.5. %), grade 5 (32.6%) a significant drop of -11.8 % from the previous year. Fifth grade's level of proficiency drops significantly when compared to 4<sup>th</sup> grade in both subjects.
- Student attendance for African American students is at 56%, as compared to 90% for Latinos.
- 23 students have enrolled since the beginning of the school year.
- 47 students have transferred out since the beginning of the school year.

This data shows that our focus must continue to be on our African American, English language Learners and Latino students in order to further close the achievement gap. We will continue to work to ensure that all students attend school daily, and we will take into account movement of our students in and out of our school when planning for our students.

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

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

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#### **Objective 1:**

By June 2008, at least 30 % or 12 students scoring at below basic will move to basic or above and 30% or 12 students scoring at basic will move to proficiency on the California Standards Test (CST) in English Language Arts. AA, L and ELL students will show an average of at least 15% improvement (each subgroup) on the CST-ELA.

#### **Objective 2:**

By June 2008, at least 30 % or 12 students scoring at below basic will move to basic and above and at least 15 % or 3 students scoring at basic will move to the above basic range on the math section of the California Standards Test (CST). AA, L and ELL students will show an average of 10% improvement (each subgroup) on the CST-ELA.

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### **Key Strategies for Objective**

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

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#### **Key Strategy 1:**

1. K-5 Focal student approach during grade level collaboration meetings. Teachers will identify focal students (AA, Latino & Ell's) to target instruction, using CST spring 2007 results and school wide standardized formative assessments, which are administered according to a pre-determined schedule to correlate with the pacing guides for Literacy and Math. Grade level focal students' action plans will be developed during our grade level meetings to improve academic performance.

Eight week grade level analysis of student performance on Houghton Mifflin Language Arts, Harcourt Math Assessments, and writing prompts, will inform teachers' instruction and guide flexible, strategic groups.

#### **Key Strategy 2:**

Literacy Intervention Program for grades 4&5 will provide an accelerated reading intervention program for students not meeting benchmarks on CST and SCOE assessments.

#### **Key Strategy 3:**

Math Intervention Program for grades 4&5 will provide an accelerated program for students not meeting benchmarks on CST and District Math Assessments.

#### **Key Strategy 4:**

Involve parents, teachers and AA students in raising attendance rates from 59% to 70%.

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## **Goal 2: Academic Equity**

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

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

#### **Key Findings:**

The spring 2006 CST English Language Arts indicated that 23.4 % of 171 students scored at or above proficient level. By comparison, 15.3% of English Learners scored at or above the proficient level. English Learners show a significant gap when compared to their non-EL peers.

The CST 2006 also shows that 7.7 % or 2 of 26 Special Education students scored at or above the proficient level.

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

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

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#### **Objective 1:**

By June 2008, 30% or 20 of 60 ELL students will move from basic to proficient.

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#### **Objective 2:**

By June 2008, 15% or 4 of 26 Special Education Students will move to next proficient level.

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### **Key Strategies for Objective**

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

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#### **Key Strategy 1:**

Teachers will implement Focused Approach using Front Loading strategies to enable students to acquire grade level standards.

#### **Key Strategy 2:**

Teachers will utilize effective differentiated instructional strategies such as flexible grouping ,SDAIE/sheltered English, to meet the differentiated learning needs of all students, including EL, EDY, Special Ed. and GATE students.

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

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

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

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

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#### **Key Findings:**

Over 3 consecutive years, results from the 2004, 2005 and 2006 CWST English Language Arts data indicated that the students have showed a positive growth in their writing skills from 28.1 % in 2004 to a 78.8 % in 2005 and to 87.2% in 2006. These results indicate that most of our fourth graders scored 2s on a 4 point writing rubric. To monitor the improvement of writing skills, we will continue the implementation of our pacing guide/writing plan and the 4 square method (school wide writing organizers, consistent and functional templates and rubrics, exemplars, etc.).

The California Standard Test 2006 reading comprehension skills results showed that our students in grades 3 & 5 are below the 50 % average of correct responses. The CAT 6 for grade 3 showed that our students drop by 12 points from 32 in 2005 to 24 in 2006. These results correlate with the current SCOE theme assessments that show that most of the students in 3<sup>rd</sup> grade are scoring at intensive and strategic. These results indicate that we must re-focus on improving reading comprehension skills. We will continue to implement a school-wide reading assessment (CELL & ExLL) and the Houghton Mifflin fluency test.

The API Targets for the school are:

- 5 points to 709 school wide

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

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

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#### **Objective 1:**

**By June 2008,** 20% of all students scoring at below basic in reading on the CST will move to the basic range; 20 % will move from basic to proficient.

#### **Objective 2:**

By April 2008, by focusing on reading comprehension strategies across the grades, all students will improve their reading skills, as demonstrated by improvements on their running records, DRA levels and reading comprehension SCOE scores during the ROCI (Results Oriented Cycles of Inquiry).

#### **Objective 3:**

By April 2008, all students will improve their writing skills as demonstrated on the H.M.R thematic genre assessment and the CWST (4<sup>th</sup> Grade).

### **Key Strategies for Objective**

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

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#### **Key Strategy 1:**

K-5 ROCI (Results Oriented Cycle of Inquiry) Grade level collaboration meetings. Teachers will identify focal students to target instruction, using school wide standardized, formative reading assessments (CELL , ExLL) and the Houghton Mifflin fluency test. Using student work, staff will meet in grade levels, cross grade levels and as a school to share, plan for and implement school wide effective reading comprehension strategies.

#### **Key Strategy 2:**

All classrooms will continue a daily, uninterrupted Universal Access period to provide differentiated instruction.

#### **Key Strategy 3:**

To monitor the improvement of writing, we will continue to use the 4 square as a writing organizer K-5 for expository writing.

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**Goal 4: School Climate**

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

**Data Conclusions for Goal 4**

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

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**Key Findings:**

- 15 or 25 % of 60 AA students were suspended last year 2005-2006. School wide the suspension rates follows: 79%AA , 5% Latino.
- Based on the 68 Family Surveys returned to our school, 92% of our families responded that discipline was handled well at Daniel Webster. However, during our focus group community meetings parents expressed their concerns about disruptive behaviors in classrooms.
- 15 students have been referred to the Climate Control Committee to meet with families around repeated discipline problems; a decrease of 15 from 2005-06
- 6 students, half of those being second /third graders, are repeatedly (at least once a week) sent to the office for discipline issues; a drop from 2006-07
- 6 students were suspended one or more times.
- The number of students participating in the Code of Conduct Awards at the end of each month has increased.

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**Key Objectives for Goal 4**

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

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**Objective 1:**

The number of AA student referrals to the office will decrease by 30% in order for students to be in class during their learning time.

**Objective 2:** The number of suspensions will be reduced by 30%.

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**Key Strategies for Objective**

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

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**Key Strategy 1:**

All staff will implement CHAMPS strategies in all areas of the school. Clear rules and expectations will be developed. Procedures for students' referrals to the office and buddy teacher will be strengthened.

**Key Strategy 2**

Classroom teachers and supported staff will monitor students engaged in conflict resolution in order to support them, provide specific direct feedback, and offer strategies to continue their skill development.

### **Key Strategy 3**

Positive reward system to target specific behaviors will be developed and implemented.

### **Goal 5: Parent and Community Involvement**

*Significantly increase the involvement of a broad base of parents and community at the school level.*

#### **Data Conclusions related to Goal 5**

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

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#### **Key Findings:**

- Back to School Night data indicated low attendance of our AA families in the general education classes ( 1-5 families per class)
  - Attendance at Family Educationals showed increase over 2005-07, based on parent sign-in records.
  - Parent/Teacher conference contacts were at 98% school wide.
  - An average of 30 families participated in monthly Family as Readers (FAR) - family book time an increase from last year.
  - Based on the 68 Family Survey returned in February 2007  
\*98% of families who responded felt welcomed in the school and 91% had contacted their child's teacher.\*92% of families responded that they would like to see more families involved in the school.
  - Based on SSC/SAC/ELAC sign-in sheets, forming a quorum for our meetings over the course of the year continued to be a challenge.
- 

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

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

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#### **Objective 1:**

Family participation in the classrooms, on the schoolyard and at SSC meetings will increase by 30% or 5 parents, as measured by the volunteer and SSC meeting sign-in sheets.

#### **Objective 2:**

Attendance of AA, Latino and ELL's Families to the Back to School Night and Family Educationals will increase by 30% or 10 families (sign-ins).

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#### **Key Strategies for Objective**

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

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#### **Key Strategy 1:**

The Parent Liaison will identify volunteer opportunities, design and monitor a program so families can pledge to volunteer at school for classroom, yard and field trip support.

#### **Key Strategy 2:**

Combination of family educational events with student performances and or community building activities, such as, dinner / raffles will be hosted by staff to launch community building and increase participation/collaboration of families in school events.

## ACTION PLAN

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

### Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1:</b> K-5 Focal student approach during grade level collaboration meetings.</p> <ul style="list-style-type: none"> <li>• Teachers will identify focal students (AA, Latino &amp; ELL's) to target instruction, using CST spring 2007 results , CAT 6, CELDT along with school wide standardized formative assessments SCOE, CELL/ExLL.</li> <li>• All teachers including SPED staff will participate in bimonthly ROCI grade level meetings in the areas of English Language Arts (specifically reading) to examine focal student work, identify strengths and needs, align instruction to the standards, select a teaching strategy to implement and plan lessons that reflect best practices (strategies).</li> <li>• Teachers will receive professional development in differentiated instructional strategies. Strategies will be specifically selected to support focal students.</li> <li>• Grade level focal student action plans will be developed</li> </ul>	September 07	\$14,176.00	WSF Sp. Ed., , Targeted Inst., Imprv Block Grant, Arts, Music & P. E. , Title I	
	September 07			
	On going			
	Fall 07			
On going				

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

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

<p>during our ROCI grade level meetings to improve academic performance.</p>				
<p><b>Involvement of staff, parents and community</b></p>				
<ul style="list-style-type: none"> <li>• Specific training opportunities on how to support student learning at home will be provided to all families, targeting the focal students and all under-performing students.</li> </ul>	<p>Sep-June</p>			
<ul style="list-style-type: none"> <li>• CLASS SST, individual SST and IEP meetings will be scheduled consistently. Class SST will review focal student progress and identify resources / tutorial services as needed.</li> </ul>	<p>Sep-June</p>			
<ul style="list-style-type: none"> <li>• Coordinated Services Team will be scheduled consistently. Students having difficulty adjusting to the school environment will be supported by the linking of school services (RSP, Speech, Family Mosaic, volunteers, etc.) to the home.</li> </ul>	<p>Sep-June</p>			
<ul style="list-style-type: none"> <li>• Parents of students who scored below the state’s proficient level in reading and math will be given differentiated homework with explanations to complete with their children at home.</li> </ul>	<p>Sep-June</p>			
<ul style="list-style-type: none"> <li>• Teachers will contact families in particular focal student families, whose student is scoring in the low average range to report on academic progress.</li> </ul>	<p>On going</p>			
<ul style="list-style-type: none"> <li>• Focal students will be recommended for and receive in-class support (Paras, SF Volunteers, Jewish Coalition for Literacy, etc.).</li> </ul>	<p>Sep-June</p>			
<ul style="list-style-type: none"> <li>• Attendance of underperforming students will be monitored (especially focal students).</li> </ul>				
<ul style="list-style-type: none"> <li>• 4<sup>th</sup> and 5<sup>th</sup> grade focal students will participate in the reading intervention program (receive 30 minutes daily of extra literacy support by the Literacy Specialist)</li> </ul>	<p>Aug-June</p>			

<p><b>Key Strategy 2:</b> Literacy Intervention Program for grades 4&amp;5 will provide an accelerated reading program for students not meeting benchmarks on CST and SCOE assessments.</p> <ul style="list-style-type: none"> <li>• Literacy specialist will provide a pull out intensive small-group instructional support to students who scored below the state’s proficient level in reading. Students will receive 30 minutes daily of extra reading time during their classrooms U.A time or after school.</li> <li>• Students’ progress will be monitored throughout the year. Pre and post assessments provided by the district (H.M leveled readers, fluency) will be given to the students to monitor their progress.</li> <li>• Parents of students who scored below the state’s proficient level in reading will be given differentiated homework and books to take home.</li> </ul>	<p>Sep-June</p> <p>Sep/ Jan/ Jun</p>	<p>\$77,702.00</p>	<p>WSF, Targeted Inst. Imprv Block Grant</p>	
<p><b>Key Strategy 3:</b> Math Intervention Program for grades 4&amp;5 will provide an accelerated program for students not meeting benchmarks on CST and District Math Assessment.</p> <ul style="list-style-type: none"> <li>• Students’ who scored below the state’s proficient level will receive 30 min daily of extra instruction in math. Classroom teachers and the Computer Technology Teacher will provide the instruction within the day.</li> <li>• Students’ progress will be monitored throughout the year. Pre and post assessments provided by the district will be given to the students to monitor their progress.</li> <li>• Primary/upper grade problems of the month will focus on problem solving skills in math.</li> <li>• All teachers will utilize ELL, challenge and intervention strategies embedded in the Harcourt Math Program and district math intervention materials to meet student needs.</li> </ul>	<p>Sep-June</p> <p>Sep/ Jan/ Jun</p>			

<p><b>Key Strategy 4:</b> Involve parents, teachers and AA students in raising attendance rates to 70%.</p> <ul style="list-style-type: none"> <li>• Monitor student attendance. Daily calls to every student who is unexcused. Fill out monthly charts for chronically truant students.</li> <li>• Monthly breakfast and incentives, such as food/juice gift certificates, will be provided to families of truant students who show improvement on their attendance.</li> <li>• Perfect attendance Assembly to recognize/reward students with a collectible school Dog Tags for perfect attendance.</li> </ul>				
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**Monitoring and Assessment for Goal 1**

- Bi-weekly grade level meetings and one staff meeting a month will be used to focus on student work and assessments, align standards and share best practices to meet the needs of the underachieving students.
- Each eight week focal students’ formative assessment, data and class work will be analyzed.
- Formal and informal walkthroughs by the principal and IRF will give specific feedback about level of focal students’ engagement and implementation of ROCI grade level agreements (strategies).
- The Leadership Team will meet to monitor the total school program to ensure decreased achievement gap, academic equity and improvement of instruction.
- The Coordinated Services Team and SART Team will meet weekly to monitor student attendance.

## Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>4</sup> Completion Date	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1:</b> Teachers will implement Focused Approach using Front Loading strategies to enable students to acquire grade level standards.</p> <ul style="list-style-type: none"> <li>• Teachers will receive professional development on Front Loading strategies to meet the needs of ELL.</li> <li>• Release time will be provided to teachers plan/ implement/ align front loading strategies, into their ELD instruction.</li> <li>• Release time will be provided to teachers to observe best practices that effectively address the language and academic needs of ELL's.</li> <li>• Primary language (L1) instruction will be provided to maintain and develop primary language (K-5) literacy.</li> <li>• English vocabulary development will be emphasized to ensure comprehension using ELD standards, focused approach strategies and SDAIE across the strands.</li> <li>• English language learners (ELL's) will be provided with English language development (ELD) based on ELD standards.</li> </ul>	<p>August – September 07</p> <p>Sep-June</p> <p>Sep-June</p>	<p>\$44,138.00</p>	<p>EIA-LEP, Sch &amp; Lib. Imprv Block Grant</p>	
<p><b>Key Strategy 2:</b> Teachers will utilize effective differentiated instructional strategies such as flexible grouping ,SDAIE/sheltered English, to meet the differentiated learning needs of all students, including EL, EDY, Special Ed. and GATE students.</p> <ul style="list-style-type: none"> <li>• Teachers will receive professional development on</li> </ul>	<p>Fall 07</p>			

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

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



## **Monitoring and Assessment for Goal 2**

- Bi-weekly grade level meetings and one staff meeting a month will be used to focus on student work and assessments, align standards and share best practices to meet the needs of the ELL, SPED, GATE and underachieving students.
- CELDT, LALAR, and ELD assessment results will be used to inform appropriate instruction which includes SDAIE strategies to transition ELs into English successfully.
- Special Ed. students will be monitored through the IEP process and Attachment “G”s.
- GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects.
- Each eight weeks focal students’ formative assessment, data and class work will be analyzed
- Formal and informal walkthroughs by the principal and IRF will give specific feedback about level of student engagement and implementation of Front-loading strategies.
- Art Coordinator and principal will monitor the Art program in all its aspects.
- The Leadership Team will meet to monitor the total school program to ensure decreased achievement gap, academic equity and improvement of instruction.

### Goal 3: Instructional Improvement

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

<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>5</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>6</sup>                      Completion Date</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p><b>Key Strategy 1: K-5 ROCI (Results Oriented Cycle of Inquiry)</b>                      Grade level collaboration meetings</p> <ul style="list-style-type: none"> <li>• Teachers will identify focal students (AA, Latino &amp; ELL's) to target instruction, using CST spring 2007 results , CAT 6, CELDT along with school wide standardized formative assessments SCOE, CELL/ExLL.</li> <li>• At grade level meetings, all teachers will map language arts and math curricular goals and benchmarks, and align the assessment calendar with our standards-based program of instruction.</li> <li>• All teachers including SPED staff will participate in bimonthly ROCI grade level meetings in the areas of English Language Arts (specifically reading) to examine focal student work, identify strengths and needs, align instruction to the standards, select a teaching strategy to implement and plan lessons that reflect best practices (strategies).</li> <li>• Results Oriented Cycle of Inquiry questions will focus on standards-based reading activity results.</li> <li>• At the end of each 8 week cycle, grade level teams will analyze the student performance and compare the impact of the teaching strategy selected. Results of each cycle will inform teachers' instruction and guide planning for teaching and learning.</li> </ul>	<p style="text-align: center;">Aug-Sep 07</p> <p style="text-align: center;">Sep 07</p> <p style="text-align: center;">Sep-June</p> <p style="text-align: center;">Sep-June</p>			

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

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

<ul style="list-style-type: none"> <li>• All teachers' lesson plans and instructional practices will reflect alignment with the Core Curriculum, address Content and Performance Standards and meet State guidelines for instructional time.</li> <li>• All teachers will utilize CELL &amp; Exll, , Houghton Mifflin Language Arts and other periodic assessments to identify targeted students' strengths and needs, adjust instruction, and level books to match assessment results. Teachers will enter assessment data into OARS.</li> </ul>				
<p><b>Key Strategy 2:</b> All classrooms will continue a daily, uninterrupted Universal Access period during which to provide differentiated instruction.</p> <ul style="list-style-type: none"> <li>• Professional development opportunities will be provided for the following: Houghton Mifflin implementation, CELL/ExLL best practices(such as: Guided reading, interactive writing interactive editing), vocabulary development ( district program), strategies to increase student engagement such us Think-Pair and Share.</li> <li>• Common Planning Time. Release time will be provided for teachers to differentiate instruction. Lesson plans and classroom instruction will demonstrate the use of modifications, adaptations, extensions and differentiation at UA time and throughout the day to meet the learning needs of all students</li> <li>• Release time will be provided to teachers to observe/cross train in other classrooms within and outside the school.</li> <li>• All new and beginning teachers will participate in the BTSA Program and support activities, receive individualized coaching and attend workshops to address the diverse teaching and learning needs of students.</li> </ul>	<p>Fall/ Spring</p> <p>Sep-June</p> <p>Sep-June</p>			

<p><b>Key Strategy 3:</b> To monitor the improvement of writing, we will continue to use the 4 square as a writing organizer K-5 for expository writing.</p> <ul style="list-style-type: none"> <li>Professional development will be based on continued analysis of school-wide results in order to improve our program and will include: writing using a common organizer ( i.e 4 square), explore the use of different organizers for narrative and response to literature.</li> <li>A common organizer (ie 4square) will continue to be utilized from Kindergarten through 5<sup>th</sup> grade to help students organize their writing.</li> <li>Monthly staff meetings will focus on monitoring the implementation of the writing program and analysis of student work.</li> </ul>	<p>Fall 07</p> <p>Sep-June</p>			
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**Monitoring and Assessment for Goal 3**

- All students will be assessed in reading at three times yearly using CELL & ExLL Assessment.
- ALL students will be assessed in English Language Arts using the Houghton Mifflin Theme assessment. Staff will meet with IRF, individually and as a grade level, to monitor and analyze students’ progress through benchmark (Houghton Mifflin) and supplemental (CELL/ExLL) assessments in the areas of reading, vocabulary development and writing.
- Student writing will be collected and analyzed during monthly staff meeting.
- Formal and informal walkthroughs by the principal and IRF will give specific feedback about level of student engagement and implementation of ROCI grade level agreements (strategies).

### Goal 4: School Climate

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

Actions to be Taken to Reach This Goal <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1:</b> All staff will implement CHAMPS strategies in all areas of the school. Clear rules and expectations will be developed. Procedures for students referrals to the office and buddy teacher will be strengthen.</p> <ul style="list-style-type: none"> <li>• Teachers/ all staff will receive a review of the professional development on CHAMPS Strategies.</li> <li>• Teachers will develop clear rules and expectations for their classrooms using CHAMPS strategies. Staff will review/refine the procedure for buddy teacher referral and office referral.</li> <li>• Staff will develop expectations for common areas.</li> <li>• Children will be instructed in the classroom and at the Back to School Assembly on appropriate playground, cafeteria and bathroom behavior. Appropriate signs will be posted in all classrooms and throughout school (CHAMPS, Code of Conduct, etc.).</li> <li>• The Code Of Conduct (Parent Compact), Class Management System and Class Meeting program will continue to be implemented, reviewed and refined.</li> <li>• Training opportunities will be developed for parents to understand CHAMPS strategies, Code of Conduct and the Use of “I messages” to solve conflicts.</li> <li>• Each parent, student and staff will sign the home-school compact – the Code of Conduct.</li> <li>• Families will be informed of/involved in the Code of Conduct at Back to School night in the fall, through newsletters and telephone calls.</li> <li>•</li> </ul>	<p>August 07</p> <p>Aug-Sep 07</p> <p>Aug-Sep 07</p> <p>Aug-Sep 07</p> <p>Sep-Oct 07</p> <p>Aug-Sep 07</p>			

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

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

<ul style="list-style-type: none"> <li>• Climate Committees, composed of families, staff and students will seek additional support for students experiencing difficulty staying on task</li> </ul>	On going			
<p><b>Key Strategy 2:</b> Classroom teachers and supported staff ( Learning Support Professional, Nurse, CTIS, IRF) will monitor students engaged in conflict resolution in order to support them, provide specific direct feedback, and offer strategies to continue their skill development</p> <ul style="list-style-type: none"> <li>• Staff will review the Random Acts of Kindness to provide specific and direct feedback to specific behaviors ( i.e. walk away from a fight, use “I messages” to solve a conflict, etc).</li> <li>• Students will be instructed in the classrooms on the use of “I messages to solve conflicts.</li> <li>• Opportunities for students to develop leadership and responsibility skills through, Random Acts of Kindness and Perfect Attendance Awards will continue, along with expansion of the upper grades’ Service Learning Monitors program.</li> <li>• Quarterly Work Ethic Assemblies will honor student citizenship and achievement. Parents of honorees will be invited to attend and will also be recognized. .</li> <li>• The Mentor program, consisting of staff mentoring focus students will continue to be implemented as a way for students to have additional positive interactions with adults.</li> </ul>	<p>Aug-Sep 07</p> <p>Aug-Sep 07</p> <p>Aug-June 08</p> <p>On going</p> <p>Fall 07</p>			
<p><b>Key Strategy 3</b> Positive reward system to target specific behaviors will be developed and implemented.</p> <ul style="list-style-type: none"> <li>• Staff will review the Random Acts of Kindness to provide specific and direct feedback to specific behaviors ( i.e. walk away from a fight, wear uniform every day, etc</li> <li>• Monthly breakfast and incentives, such as food/juice gift certificates, will be provided to families of truant students who show improvement on their attendance.</li> <li>• Students with perfect attendance will be recognized.</li> </ul>	<p>Fall 07</p> <p>Sep-June</p> <p>Monthly</p>	\$16,668.00	WSF, Title I, Targeted Instr. Impr. Block Grant, Sch & Lib Impr Block Grant, Prop H, Discretionary Block Grant	

<ul style="list-style-type: none"> <li>Telephone calls will continue to be made to follow up on students reported absent and habitually tardy. Habitual truants will be referred to Pupil Services.</li> </ul>				
<p><b>Key Strategy 4:</b> Class SSTs and individual SST swill be scheduled consistently.</p> <ul style="list-style-type: none"> <li>Teachers will participate in at least 2 Class SSTs. Class SSTs will review all student progress and identify resources / tutorial services as needed it.</li> <li>Coordinated Services Team will be scheduled consistently. CST will review the wellness of the school. Students having difficulty adjusting to the school environment will be supported by the linking of school services (RSP, Speech, Family Mosaic, volunteers, etc.) to the home.</li> </ul>	Weekly Sep-June			

**Monitoring and Assessment for Goal 4**

- Discipline log will be maintained in the office.
- All families are informed of student behavior – both positive (quarterly Work Ethic Award assemblies) and negative (Climate Committees). Families may request meetings at any time.
- Classroom teachers will record fewer interruptions.
- Mentors will turn in a log with activities implemented with mentees
- Formal and informal walkthroughs by the principal will give specific feedback about level of student engagement /CHAMPS motivation strategies.
- All volunteers, families, and visitors will sign in at the office and receive a nametag before being allowed on the school grounds.

## Goal 5: Parent and Community Involvement

Significantly increase the involvement of a broad base of parents and community at the school level.

Actions to be Taken to Reach This Goal <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1:</b> The Parent Liaison will identify volunteer opportunities, design and monitor a program so families can pledge to volunteer at school for classroom, yard and field trip support.</p> <ul style="list-style-type: none"> <li>• Families will be surveyed at Back-to-School Night for suggestions on educational/s and best times to meet to set up year-long calendar.</li> <li>• Room parents' will be recruited to assist classroom teachers, and to help in maintaining and further developing the PTC.</li> <li>• Kindergarten Orientation will be held the first day of school. Welcome to School and an event "Breakfast with your child" will be provided.</li> <li>• Parent-friendly grade level standards will be distributed at Back-to-School night and at family/teacher conferences.</li> <li>• Quarterly recognition of volunteers will be held during our Work Ethic Awards recognition.</li> </ul>	<p>Sep 07</p> <p>Fall 07</p> <p>Sep 07</p> <p>Oct/Jan/Mar/ June</p>			
<p><b>Key Strategy 2:</b> Combination of monthly or bi-monthly family educational events with students' performances and or community building activities such dinner / raffles will be hosted by staff to launch community building and increase participation/collaboration of families in school events.</p>	<p>Sep-June</p>	<p>\$1,000.00</p>	<p>Title I</p>	

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

<ul style="list-style-type: none"> <li>• All families will continue to be informed regarding special programs and events in a variety of ways including: newsletters, fliers and monthly calls. Bilingual information will be provided.</li> <li>• Families As Readers will continue to be scheduled on the first Friday morning of the month. Bilingual notices will be sent home prior to each event. Topics include: helping your child at home, selecting a middle school, test-taking strategies, GATE identification and strategies, and other parental concerns.</li> <li>• Bi-monthly Family Educational programs including Family Literacy, Family Math, Family Science, and Authors' Fair will continue to be scheduled.</li> <li>• Teachers will reach out to ensure 100% participation at family/teacher conferences. Translation will be provided.</li> <li>• Parenting training courses to be offered on site around resources for support, parenting classes, etc. through the Potrero Hill Family Resource Center. Refreshments and child care will be provided.</li> <li>• Collaboration will continue with neighborhood resources - St. Theresa's, Potrero Hill Family Resource Center for support with truancy and Creative Arts and Starr King for AIM concerts.</li> </ul>	<p>Sep-June</p>	<p>\$4,139.00</p>	<p>WSF, Title I, Sch &amp; Lib Impr Block Grant</p>	
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**Monitoring and Assessment for Goal 5**

- Agendas / minutes will reflect decisions concerning the School Academic Plan & Special Funded Programs and additional parent educational workshops.
- Logs recording calls and home visits made to parents is kept and maintained regularly.
- Back to School Night, Parent Teacher Conferences, Family Educational and Volunteers sign-in forms will be review by the principal, parent liaison.
- Goal #5 will be reviewed throughout the year according to the 2007-08 Academic Plan Benchmark Map by the staff, principal, IRF, Parent Liaison.

## School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Moraima Machado		X					F' 06
Maria Hernandez					X		F' 06
Nicole Hogan					X		F' 06
Noemi Ojeda					X		F' 06
Rosa Moreno					X		F' 06
Mateka O' Neal					X		F' 06
Ana Olivar			X				F' 06
Ron Russo			X				F' 06
Manda Woo			X				F' 06
Angelica Trejo				X			F' 06
Oscaryne Williams					X		F' 06
Numbers of members of each category		1	3	1	6		

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

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

- *Add one or more "nonschoolsite personnel" to an existing school site council to form the "school site and community team"; or*
- *Appoint a "school site and community team" unrelated to the membership of the school site council.*

## English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Moraima Machado		X						F' 06
Noemi Ojeda					X			F' 06
Ana Olivar			X			X		F' 06
Dolly Tupuola								F' 06
Mei Wu					X			F' 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 (SAC) Membership

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

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

## Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee
  - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
  - A. One meeting to gather input from the school community including all advisory committees  
DATE: February 1,& February 12, 2007
  - B. One meeting to present plan upon its completion.  
DATE: March 1 & 2, 2007
7. This school plan was adopted by the school site council on: \_\_\_\_\_.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

Moraima Machado	_____	_____
Typed name of school principal	Signature of school principal	Date
Maria Hernandez	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date