

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Dr. Charles Drew College Preparatory
Academy
School

38-68478-6104673
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. Alignment of curriculum, instruction and materials to content and performance standards:**
 - All students receive curricula aligned to State content and performance standards; Houghton Mifflin and Harcourt Brace are used in all classrooms. The Principal, Project Manager, Reading First Coach and IRF all monitor implementation of standards-based curricula.

- 2. Availability of standards-based instructional materials appropriate to all student groups:**
 - In addition to District adopted materials, Drew teachers use supplemental resources for tutorial instruction (Saxon Math, HMR leveled Readers and computer assisted programs such as Lexia Math and SRA). Manipulatives from the old Mathland adoption are also used.

- 3. Alignment of staff development to standards, assessed student performance and professional needs:**
 - Professional Development is mostly site-based and is determined by the Leadership Team of the Principal, Project Manager, IRF and Reading First Coach.
 - It is influenced by STAR feedback and formative assessments or walkthroughs, weekly grade level meetings and classroom observations.
 - Aside from a small teacher of teachers series for new teachers given by the IRF, Professional Development has focused on Universal Access, Writing, Leveled Readers, Vocabulary, data analysis, comprehension and student engagement.
 - BEST training for school climate and discipline strategies was given by teachers who attended the training as well as teacher modeling best practices and use of sound spelling cards.

- 4. Services provided by the regular program to enable under-performing students to meet standards:**
 - Dr. Charles Drew is a Dream School with STAR support and is also a Reading First School. Support for students includes but is not limited to: Reading First Coach, Instructional Reform Facilitator, BTSA Coach, Project Manager, Principal, Parent Liaison, Elementary Advisor, Full time Nurse, Learning Support Professional, Resource Specialist and School Psychologist.
 - Additionally there is a full time Support Teacher and five Paraprofessionals.
 - The surround Care Team meets weekly to discuss, prioritize and address the needs of children and their families.

- 5. Services provided by categorical funds to enable under-performing students to meet standards:**
 - Paraprofessionals provide for small group universal access by working with small groups within the classrooms. Teachers work with struggling learners while the paraprofessional supports guided practice for those who need it.
 - This year, students were grouped homogeneously for reading instruction with groups re-designating children every six weeks after assessments and data analysis.
 - Teachers are released for half a day for in-depth discussion about the data, reconfiguring groups, curricula applications and best practices.

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

- CST assessment information is used for our current third graders.
- Reading First assessments using SCOE and OARS data every six weeks is used primarily.
- CELDT data and Brigance Scores or any other educational assessments from Houghton Mifflin or the Resource Specialist may also inform staff about a particular child.

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

- Teachers from the Child Development Center tutor targeted students in the afternoon from 3-4 pm in small groups with an instructional focus; fluency, comprehension, vocabulary, phonemic awareness. They meet regularly with the IRF who organizes materials and training to support them.
- The Parent Liaison and parent volunteers organize take home learning packets for winter vacation and Spring break.
- Literacy Night and the Test Taking Rally inform parents of ways that they can support their children in literacy and during standardized testing dates.
- Healthy Start and First Five collaborate with the CDC and Kinder teachers to host back to school and registration dates. Informational sessions for parents and school supplies are presented to families.

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

- Teacher fatigue and turnover of staff continues to plague Drew. It is difficult to build a critical mass of teaching skill with new teachers each year. The longer day, challenging educational needs and classroom management concerns make even the most committed teachers feel exhausted.
- Unreliable substitutes are a constant nuisance. Frequently they do not show up and more often than not, they don't pick up the jobs.
- Student Nutrition for breakfast and afternoon snack is too meager. It might be satisfactory for children who are receiving balanced diets in their home life, but too often that is not the case for many of our scholars. Already hungry from an impoverished diet full of fats and sugars, they are given cereal with sugar as the second ingredient, non fat milk and sweet fruit juice. Attempts to offer a protein enriched breakfast and healthy choices have not been successful.

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

- Consistently high teacher turnover from year to year leaves the school unable to move forward professionally and lowers teacher/parent morale.
- A limited use of Universal Access and differentiation has reduced the effectiveness of small group instruction.
- Student opportunities to use discourse and problem solve orally with peers has been limited.

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:

Students at Drew have made significant gains in reading and math as indicated by the CST. However, there still exists a gap between Drew and the District overall as well as the State. We have used CST data to look at the current third grade class, but find the SCOE data more informative for ongoing analysis. As 90% of our population is African American, we are focusing on the needs of this group mainly realizing that SDAIE strategies improve learning for all students. Thirty five percent of students in second and third grade are new to the school this year. Additionally, the incoming second grade has a history of high teacher turnover and disruptive student behaviors.

Initial percentages of students scoring in benchmark or challenge levels at 2nd grade SCOE in fluency, vocabulary and reading were: 34% , 21% and 6 % respectively. Third theme SCOE assessments for the same areas are: 25 %, 40% and 56%. The number of students making gains in fluency is fewer than vocabulary and reading comprehension.

The percentage of students scoring at benchmark and challenge Theme 1 SCOE scores in 3rd grade for fluency, vocabulary and comprehension were: 53 %, 26 % and 34 %. At theme three the percentage of students scoring at benchmark or challenge is: 62%, 60% and 33%. Gains in fluency and vocabulary are not matched by comprehension.

In reviewing individual students and SCOE data analysis, the faculty has reached the conclusion that strategic and benchmark students in leveled reading groups make the most growth and that strategic make the fewest. This observation has led the third grade team to cease homogeneous groupings midyear and to provide more peer models for students who are struggling. While students will continue to be pulled together for homogeneous skill groups, the heterogeneity of the classroom can better serve all learners.

Finally, as evidenced by Star Walkthroughs and Leadership Team observations, the degree of student engagement and discourse is inadequate for learners to practice academic language and requisite sentence transformations required for upper grade reading comprehension.

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

Objective 1: The school will achieve its statewide API and AYP Targets School-wide and for all significant subgroups.

Objective 2: A minimum of 15 students will move from basic or strategic to benchmark or challenge in English Language Arts as demonstrated on the CST.

Objective 3: A minimum of 15 students will move from basic or strategic to benchmark or challenge in Math as demonstrated on the CST.

Objective 4: Student writing scores, as measured by the SCOE, will show growth such that 50% of 2nd and 3rd grade students will be in the benchmark or challenge range by Theme 5.

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

1. The standards-based Houghton Mifflin Reading and Harcourt Brace Mathematics will continue to be implemented consistently for full utilization and monitored closely by Principal, Project Manager, Reading First Coach and Instructional Reform Facilitator.
2. Weekly grade level meetings, 50 minutes, for curricula planning will continue to focus on research-based strategies and curricula implementation as well as Reading First requirements.
3. The IRF and Reading First Coach and Project Manager will continue to model lessons and coach teachers to improve teaching strategies in the classroom, to observe colleagues at Drew and other locations, and otherwise improve and maintain quality instruction for all learners.
4. Extended learning time with tutorial by credentialed primary teachers, will be provided for 2nd and 3rd grade students four days a week.
5. All teachers will participate in professional development in Interactive Writing and will use the District Writing Program to cultivate writing proficiency for all learners in their classroom.

Goal 2: Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Data Conclusions related to Goal 2:

All classrooms have adequate textbooks and teacher support material. All students have access to core curricula and research-based strategies such as Interactive Writing/ Writer's Workshop; universal access; student engagement strategies and small group instruction. Materials and resources recently purchased from TIIG/BTSA positively impacted all grades and classrooms.

Most Special Day class students made gains on SCOE , although the students exposed to drugs in-utero(approximately 50% of all speech students) made fewest gains. Drew has received 21 new students this year in the 2nd and 3rd grade. Of those, 12 are performing at a strategic or intensive level in Language Arts. An additional 2 were officially placed back a year as they could not read or write, and another has been placed back for academic needs but remains on the 2nd grade roster. Three are in the Special Day Class.

Approximately one fourth of our total population suffers from high distractibility or has been identified as having ADHD and one third have asthma and related allergies.

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

Objective 1: In Spring of 2008, there will be a 25 % increase in proficiency levels on CST Comprehension by all students including special education and ELL students.

Objective 2: There will be a 5 % demitting rate of speech IEP's by third grade.

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

1. CELDT data and Lalars will be used to inform teachers at the data analysis meetings and grouping of students.
2. The Special Day class will collaborate with second grade for curricular meetings, data analysis meetings, materials support, and professional development and resources; texts and supplies will be equitably distributed to all classrooms.
3. Full implementation of Houghton Mifflin, Harcourt Brace, and Interactive Writing/District Writing Plan will take place in the Special Day Class throughout the year.
4. Universal Access will continue to be a priority area for professional development, coaching and observation.

5. Leveled Readers from Houghton Mifflin and support materials in Mathematics from Everyday Math or Saxon Math will be used for tutorial support during the 3-4 pm time.
6. The GATE Coordinator and Parent Representative will develop a site plan to initiate and develop identification procedures for Drew in conjunction with the District GATE Office as well as identify key strategies for differentiating for gifted and high potential learners at all grades.
7. A .5 Reading Support Coach will meet with intensive and strategic students in 2nd and 3rd grade to provide reading and language intervention for students who need extra support.
8. The Instructional Reform Facilitator, Reading First Coach, Project Manager and Principal will monitor the implementation of ELD Core Curriculum.

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:

Drew Teachers received ten additional days of Professional Development based up school-wide data from CST and SCOE as well as feedback from Star Team visits. Weekly grade level meetings, facilitated by the IRF and Reading First Coach focused on implementation of best practices or guided practice of strategies from the professional development. Focal students were identified in 2nd and 3rd grades (approximately 5 per classroom) and were either tutored with child development teachers in small groups, or provided additional support in the classroom during tutorial period. (from 3-4 pm). Analysis of our data show significant improvement in the reading comprehension, vocabulary and fluency for these second grade students and moderate improvement for the third graders.

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

Objective 1: In Spring of 2008 Reading First Assessment data in Fluency, Reading Comprehension, Vocabulary and Writing will demonstrate a 30% increase or more of students achieving Challenge and Benchmark as compared to Spring 2007.

Objective 2: In Spring 2008, the disaggregated math assessment will show a 20% increase in students who achieve at Challenge and Benchmark in all areas.

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

1. All teachers will participate in 2 hours of professional development weekly as provided by the Reading First Coach, the Project Manager, the IRF, the Principal or consultants.
2. All students will receive 30 minutes of oral language development to develop listening comprehension, reading comprehension and written expression as part of the Houghton Mifflin Reading Language Arts Program.
3. Teachers will receive professional development and guided practice in the District Writing Program and Interactive Writing.
4. Second and third grade students will receive computer class twice weekly for independent and guided practice in Lexia Math using National Math Standards.
5. 7. Students with asthma and allergies will continue to have a closely monitored asthma plan monitored by the school nurse and classroom teacher.

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:

In 2006-2007 Drew underwent construction for ADA access. The construction is largely completed with a few punch list items remaining such as door stops and hot water in the nurse's office. A Williams Case Complaint was filed regarding the carpeting and the lateral noise levels in upstairs classrooms without walls between rooms. Tools for Schools planted a small garden and painted a mural with the community.

There have been thirteen suspensions to date for 2006-2007 as compared to the seventy last year. A school-wide policy of using "three before me", teachers using time out, colleagues and phone calls home before sending students to the office, has deescalated the suspension rate. Additionally, professional development in classroom management, and BEST training has assisted staff in using task analysis, preemptive measures and retraining rule breakers. CARE Team members, IRF, Parent Liaison, LSP, School Nurse, Student Advisor, RSP, Project Manager and Principal have all worked together to facilitate over 60 SST's and 10 or more IEP's. We have worked collaboratively with Pupil Services, School Health and Student Nutrition to improve systems and protocols.

Our attendance rate is at or below 90% and we have struggled with attendance and truancy reporting this year. It is essential that our support and secretarial staff be well-trained and computer literate. Despite our best efforts to install computers, provide training and additional staff support, we are behind in truancy letters and SART reports.

Uniform policy and quiet hallways are still enforced at Drew. We have however worked with veteran and new faculty on supporting respectful interactions among all members of the learning community. Diversity awareness and appreciation training will be part of next year's plan in order for all staff to understand different perspectives and circumstances as well as informal community outreach to parents and children.

Ninety-five percent of the daily discipline referrals come from recess disagreements and a preference for using physical aggression instead of problem-solving with words. Sports4Kids and Community Boards will work with children on fair play, learning to use words effectively to solve problems and to provide the foundational skills for seeing other points of view and perspectives later in their development.

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

Objective 1: Suspensions will be reduced further by 20%.

Objective 2: Attendance rate will be at or above 95%.

Objective 3: Discipline referrals for fighting and physical aggression will be reduced by 50%.

Objective 4: Home or community visits will take place for a minimum of 20% of the school K-3 population.

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

1. SART Team- (Nurse, LSP, Parent Liaison, Secretary and Student Advisor) will accurately document and report student attendance and will schedule home visits for habitual truants when necessary prior to a SART meeting.
2. Drop out Prevention and SART team will confer quarterly on attendance reporting and follow-up.
3. Awards assembly will continue to acknowledge children for perfect attendance and incentives for parents will be explored.

4. The Parent Contract will be returned within the first week of school by 95 % of all students.
5. Teachers, working with a colleague, will schedule informal community visits for focal students in the intensive and strategic bands as demonstrated on SCOE reading comprehension assessments. Teachers will be encouraged to spend time informally with focal student families, understanding their goals and strengths in order to better relate to them as individuals and support their growth and development. To do this, teachers individually or in pairs, will meet informally in the community or at school for a minimum of one hour to get to know the family. Teacher/family meetings will be informal and not academic in nature.
6. School-wide classroom SST will take place in the first three weeks of school during common planning time for grade levels.
7. Sports4Kids will be contracted with to work at Drew during the day and after school with a full time site consultant to train staff and children for ongoing collaborative team building.
8. . BEST training will continue at Drew with District consultants providing more in-depth training.
9. Second hand uniforms in varying sizes will be acquired for student emergencies and to support parents with limited resources.

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:

Parents are actively involved at Dr. Charles Drew in the Parents as Partners, the School Site Council, volunteering in the school, assisting with morning and afternoon traffic flow, the Food Pantry on Wednesday's, filing or helping the nurse. On five different occasions we have had over 100 and sometimes as many as 200 fill our auditorium. During the community meetings for Dream School reconfiguration, Drew's parents turned out to be represented and heard.

The daily events such as uniform compliance, parent-teacher conferences, SART or SST meetings or just coming to the school when a child is having a difficult time has moderate parent involvement. The "Principal Chat" was largely unsuccessful in bringing parents to the school, yet when new kindergarten teachers needed support, there were often five or six parents in the classrooms on any given morning, helping to settle the little ones in for the day.

The weekly newsletter and Wednesday envelope returned to Drew this year via the Parent Liaison and SSC President and parent conferences have about a 80% % attendance rate with teachers often holding telephone conferences in lieu of face to face meetings if the parent can't come.

Because so many parents have complicated lives, attendance at meetings is always increased whenever there is a lite meal and childcare. Parking at night is never an issue unless it's during the African American History Program when there is standing room only!

Community volunteers included Advent, GAP, and June Jordan School. Tools for Schools and McCarthy Construction held a mural painting and garden installation with over 120 volunteers in September.

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

Objective 1: Increase Parent Conference participation from 80% to 90%.

Objective 2: To increase attendance at Parents as Partners and School Site Council Meetings by 10%.

Objective 3: To increase and organize the number of community volunteers by 5%.

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

1. Refreshments and childcare will be provided at parent meetings.

2. Parents will be surveyed in September, January and March in order to give input on issues they want addressed as agenda items at parent meetings, the Academic Plan and the needs for Parent Education.
3. Parent workshops including topics on College to Career, parenting, productive parent/teacher conferences and test taking strategies or literacy will be provided for parents.
4. Parents as Partners will organize and staff a parent volunteer station on site for morning and afternoon dismissal times to update parents and to organize for field trips, assemblies or classroom assistance during planned substitute days for teachers.

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: Students will achieve more than one year's growth for a year of instruction

Means of evaluating *progress* toward this goal: Formative assessment, classroom observations and standards-based lesson planning.

Group data needed to measure academic gains: Reading First and Math Assessments, CST, CAT6, Brigance and CELDT.

Objective #1

- **The school will achieve its statewide API and AYP Targets School-wide and for all significant subgroups**

Objective #2

- **A minimum of 15 students will move from basic or strategic to benchmark or challenge in English Language Arts as demonstrated on the CST.**

Objective 3:

- **A minimum of 15 students will move from basic or strategic to benchmark or challenge in Math as demonstrated on the CST.**

Objective 4:

- **Student writing scores, as measured by the SCOE, will show growth such that 50% of 2nd and 3rd grade students will be in the benchmark or challenge range by Theme 5.**

<p>C. The technology teacher will align computer instruction to students' academic needs by utilizing Lexia and Accelerated Math.</p> <p>D. Weekly grade level meetings of 50-60 minutes for curricula planning will continue to focus on program implementation and best practices as well as Reading First sign-offs.</p> <p>E. The Reading First Coach and IRF will continue to model lessons and coach teachers to improve teaching strategies in the classroom, observe colleagues at Drew and other locations.</p> <p>F. Teachers will use oral language development strategies with HMR Program to increase sentence comprehension, listening and speaking, sequencing and summarization, and academic discourse for thirty minutes four days a week.</p> <p>G. Teachers will receive training in VTS in August and throughout the year and will employ these strategies in the classroom with visiting coaches from VTS.</p> <p>H. A .5 FTE Reading Specialist will work with teachers to push in and model differentiation strategies in the classroom.</p>	<p>Technology Teacher</p> <p>Teachers, IRF Reading First Coach</p> <p>IRF, Reading First Coach</p> <p>Teachers</p> <p>Teachers VST</p> <p>Reading specialist</p>	<p>August-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p>	<p>Reading First Grant Will supply subs for observation and coaching</p> <p>Visual Teaching Strategies 3,000</p> <p>\$37,500 .5 Literacy Specialist</p>	<p>Prop H, 905523</p> <p>73940 Targeted Inst. Improvement Block</p>
<p>1.3 Extended learning time/increased educational opportunity</p> <p>A. Kindergarten to third grade students will participate in enrichment activities daily in the areas of visual and performing arts, and/or science. Twice a week, arts club will hold meetings from 4-5 pm.</p> <p>B. Sports4Kids will conduct a sports club twice weekly from 4-5 pm for 2nd and 3rd graders</p>	<p>Artists/ Performing Arts Wkshp</p> <p>Sports4kids teachers</p>	<p>September-May</p> <p>August-June</p> <p>September-June</p>	<p>\$ 90,000</p> <p>\$10,596 materials/supplies Arts</p> <p>\$12,000 \$11,500</p>	<p>Excel funding</p> <p>67610, Arts, Music PE</p> <p>Excel 73940 TI Block</p>

<p>C. IRF and teachers will plan tutorial sessions based upon formative assessments in the classroom and SCOE (Reading First Data) scores.</p> <p>D. Third grade students will receive training in leadership skills with Sports4Kids coaches to become Junior Coaches using conflict resolution, sportsmanship and leadership.</p> <p>E. Students at Drew will continue to receive weekly sessions with the librarian, computer lab teacher, PE, or music teacher as part of their ongoing instructional enrichment.</p>	<p>IRF Teachers Reading First Coach</p> <p>Sports4Kids Coach Teachers 3rd grade students</p> <p>Computer lab Teacher Librarian Music teacher PE teacher</p>	<p>August-June</p> <p>Sept-June</p> <p>August-June</p>	<p>Upgrade Library Computer \$1,500.00 \$9,102.00 Library books Take home books</p>	<p>73950 Sch.& Lib improvement grant</p> <p>73980 & 73950 Sch&lib block Inst. Lib matrls</p>
<p>1.4 Staff development and professional collaboration</p> <p>A. Drew will use a coaching model of professional development delivered at grade level meetings, monthly faculty meetings or weekly cross grade level meetings.</p> <p>B. Ten days of professional development will take place in the following way:</p> <ul style="list-style-type: none"> • 3 days prior to school • 5 days within the year on Saturday's • 2 days at the close of the year <p>C. Teachers will participate in Professional Development with Adria Klein for writing and literacy development</p>	<p>Teachers, IRF Reading First Coach</p> <p>Teachers IRF, consultant Teaching and Learning Staff</p> <p>Teachers, Consultant</p>	<p>August- June</p> <p>August-June</p> <p>September- May</p>	<p>Consultant fees \$2,000 \$1,000 supplies</p> <p>Shared Costs with Teaching and Learning \$3000</p>	<p>Targeted Instruction Imprv. Block</p> <p>Targeted Instruction Imrov Block 73960</p>

<p>meeting goals and objectives.</p> <p>C. Focal students will be monitored through Individual Learning Plans (ILP's).</p>	<p>Team</p> <p>Teachers</p> <p>IRF</p> <p>Principal</p>	<p>August-June</p>		
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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.

Student groups participating in this goal: All students with emphasis on targeted populations, especially EDY, ELL, GATE and Special Education

Performance gains expected for these students:

Means of evaluating progress toward this goal: Formative and summative assessments, teacher developed assessments, teacher observation, formal and informal classroom observations and lesson plans.

Group data needed to measure academic gains: Reading First Data, Math Data CST, CAT 6, writing samples

Objective 1:

- **In Spring of 2008, there will be a 25 % increase in proficiency levels on CST Comprehension by all students including special education and ELL students.**

Objective 2:

- **There will be a 5% re-designation rate of speech IEP's by third grade.**

Objective 3:

- **There will be a 7% re-designation rate of ELL students by third grade who have been at Drew since Kindergarten.**

<p>Description of Specific Actions to Improve Educational Practice</p>	<p>Persons Responsible</p>	<p>Timeline</p>	<p>Related Expenditures/ Estimated cost</p>	<p>Funding Source</p>
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<p>F. Kindergarten teachers will analyze formal and informal assessments during weekly grade level meetings in order to chart student growth and adjusting instruction accordingly.</p> <p>G. Pre-K teachers will engage in guided, direct instruction in both large and small group settings, while allowing students to explore, interact, and grow at an individualized pace. This will be monitored by the Site Manager and Principal.</p> <p>H. Pre-K teachers and Kinder teachers will continue to meet monthly for common planning and program articulation.</p> <p>I. Increased arts, science and music enrichment will continue with focus on voice and choral music.</p>	<p>Teachers</p> <p>Teachers Site Manager Principal</p> <p>Pre K and Kinder Teachers</p> <p>Principal</p>	<p>August-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p>		
<p>2.2 Improvement of instructional strategies and materials</p> <p>A. Professional Development in the areas of:</p> <ul style="list-style-type: none"> ▪ Differentiation ▪ Universal Access ▪ Student Engagement ▪ Core Curricula ▪ Interactive writing/editing ▪ Writing Process ▪ BEST Discipline <p>will continue to enable all students (ELL, EDY, GATE and SPED) to meet grade level expectations. The professional development model will be a combination of coaching daily/weekly; modeling lessons; observations, and workshops.</p>	<p>Teachers Principal Reading First Coach IRF BTSA Coach Project Manager</p>	<p>August-June</p>		

<p>B. Step Up to Writing and SFUSD Writing Program will be used to improve writing at all grade levels. Teachers will work with SFUSD Teaching and Learning to develop rubrics, holistic scoring methods, and school-wide writing samples.</p>	<p>Teachers Principal Reading First Coach IRF BTSA Coach Project Manager</p>	<p>August-June</p>		
<p>C. Weekly grade level meetings (school-wide) one day per week, will alternate between cross-grade level meetings (K-1 and 2-3); writing alignment and math alignment.</p>	<p>IRF Principal Teachers</p>	<p>September-June</p>		
<p>D. ELL students will be clustered for thirty minutes of English Language Instruction using the District adopted Rigby program. Teachers will receive support from Multilingual Programs and the IRF.</p>	<p>Teachers IRF</p>	<p>August-June</p>		
<p>E. Teachers and support staff will have sufficient materials for classroom instruction and intervention support. Instructional materials for core content support will be ordered by the Principal on an as needed basis.</p>	<p>Principal Teachers</p>	<p>August-June</p>	<p>\$10,560 instructional materials grades K-3 and SDC, RSP</p>	<p>30100, Title I Targeted \$10,000 65000 WSF-SPED \$560.00</p>
<p>F. The Principal and Project Manager will work with teachers to allocate a reasonable supply of paper and pencils and other supplies for daily use in the classrooms.</p>	<p>Principal Project Manager Teachers Secretary</p>	<p>August-June</p>	<p>\$8,000 Other Supplies</p>	<p>73940 Targeted Inst. Improv Block</p>
<p>G. Machines for copying, laminating and printing will be maintained and accessible for reasonable use as determined by site administration and leadership team.</p>	<p>Leadership Team Principal Project Manager</p>	<p>August-June</p>	<p>\$4,000 Maintenance and rental</p>	<p>73940 Targeted Inst. Improv. Block</p>

<p>2.3 Extended learning time/increase educational opportunity</p> <p>A. Continue to expand the use of field trips related to classroom learning to improve achievement.</p> <p>B. Parents will return parent compact and will support children at home in order to reinforce what is being taught at school.</p> <p>C. The Resource Specialist (RSP) Speech/Language teacher and special ed. paraprofessional will provide special education students with designated assistance to achieve the goals stated in the IEP.</p> <p>D. Students will have the opportunity to visit local colleges and universities.</p> <p>E. Parents as Partners, the Surround Care Team (nurse, LSP, IRF, Student Advisor, Parent Liaison, Principal, Project Manager, RSP, Speech Pathologist) will work closely with students and their families to provide services focused on health and well-being and educational needs of scholars for them to attend school on a consistent basis and exhibit leadership skills.</p> <p>F. A paraprofessional will be assigned to each grade level and the SDC class to work with small groups of 4-5 students in reading acquisition and mathematics. Paraprofessionals will not work with the intensive level children.</p>	<p>Teachers</p> <p>Parents Teachers</p> <p>Special Ed Teacher/Para Team</p> <p>Teachers</p> <p>Surround Care Team Parents Teachers</p> <p>Teachers Paraprofessionals</p>	<p>August-June</p> <p>October-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p> <p>August-June</p>	<p>\$3,262.00 Field Trips</p> <p>Salary for 3 paras @ 6 hours per day and for 4 paras @ 3 hours per day</p>	<p>00000 Unrestricted \$1,101.00 30100 Targeted Inst. \$2,161.00</p> <p>Targeted Inst. Resources Unrestricted Resources</p>
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<p>2.4 Staff development and professional collaboration</p> <p>A. One faculty meeting per month will be devoted to professional development to improve and increase the use of research-based instructional practices and will meet the requirements of Reading First sign off.</p> <p>B. Staff will be provided release time with site support teacher or Reading First or BTSA program to observe colleagues on site and at other schools in order to improve instructional strategies.</p> <p>C. Teachers will be involved with site identification of GATE and High Potential students in first-third grade as well as differentiation strategies for making curricula more complex.</p> <p>D. Teachers will attend District initiated professional development.</p> <p>E. Visual Thinking Strategies personnel will coach teachers and model visual thinking strategies in teacher classrooms.</p> <p>F. Performing Arts Workshop Artists will meet and collaborate with grade level teachers in order to identify key vocabulary and thematic strands and comprehension skills and strategies from the classroom to be articulated with the arts enrichment program.</p> <p>G. Leadership Team will meet bi monthly to identify high leverage activities and important information to take back to grade level colleagues.</p>	<p>Teachers Staff Leadership Team Reading First Coach</p> <p>Teachers BTSA Coach IRF</p> <p>Teachers GATE Coordinator</p> <p>Teachers VTS Staff Teachers</p> <p>PAWS Staff Artists Teachers</p> <p>Leadership Team Teachers</p>	<p>August-June</p> <p>August-June</p> <p>October-June</p> <p>August-June</p> <p>August-June</p> <p>September-May</p> <p>August-June</p>		
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<p>2.5 Involvement of staff, parents and community</p> <p>A. The Parent Liaison, School Site Council, Parents as Partners will provide outreach to solicit parent and community volunteers to assist in classroom/school activities, career awareness, and mentoring and multi-cultural activities. Surveys will be sent out for this purpose.</p> <p>B. The SSC in conjunction with the Principal, Multi-Service Support Staff, Resource Specialist and GATE Coordinator will provide for parents at SSC meetings and Parent Education Meetings an overview of the various resources available to students at Drew.</p> <p>C. Provide parent training for ELL parents regarding ways to partner with teacher to benefit the education of their children.</p>	<p>Parent Liaison Parents</p> <p>SSC Principal</p> <p>Parent Liaison Project Manager Principal</p>	<p>August-June</p> <p>August-June</p> <p>October-April</p>		
<p>2.6 Monitoring program implementation and results</p> <p>A. The Principal, Project Manager and Surround Care Team and Teachers will monitor a seamless delivery of services to ensure that attendance, educational and health and well being of all students is addressed.</p> <p>B. Student Advisor will make weekly attendance reports to the CARE Team and the SART team. Weekly truancy letter logs and home visits will be kept in the Principal's SST binder and accessible to CARE Team members for SST's and IEP's.</p>	<p>Project Manager Principal Surround Care Team</p> <p>Project Manager Principal Surround Care Team</p>	<p>August-June</p> <p>August-June</p>		

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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.

Student groups participating in this goal: All students including targeted groups- EDY, ELL, Special Education, GATE

Performance gains expected for these students: More than one years growth for one year of instruction

Means of evaluating progress toward this goal: Group data needed to measure academic gains: Reading First Data, Math Assessments, ABC Teast, CST, CST, CAT 6, teacher developed assessments and observation.

Objective #1

- Fifteen students (25%) of second and third grade students, will move from below basic to proficient in English Language Arts as measured by the CST.

Objective #2

- Fifteen students (25%) of second and third grade students, will move from below basic to proficient in Mathematics as measured by the CST

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>A. Teachers will use District adopted Language Arts and Mathematics curricula which is aligned to the California State Standards. Computer assisted programs that support the curricula and are aligned to State and National standards will be used in Language Arts and in Mathematics.</p> <p>B. With guidance from the Reading First Coach and IRF, teachers will use grade level planning time to identify content standards that are being addressed weekly in Language arts and Math in order to further support</p>	<p>Teachers IRF</p> <p>Teachers IRF Reading First Coach</p>	<p>August-June</p> <p>August-June</p>		

<p>those standards in all learning endeavors.</p>				
<p>3.2 Improvement of instructional strategies and materials</p> <p>A. Reading First compliance for curricula implementation, instructional minutes, pacing guide and instructional minutes will be monitored by Reading First Coach, IRF and Principal and Leadership Team.</p> <p>B. Teachers will use research-based best practices to actively engage all learners in maximizing learning, time on task and building background knowledge and context in order to retain and generalize learning.</p> <p>C. Teachers will practice and increase proficiency in writing instruction using research-based strategies, reflection on how to best engage learners, and collective scoring using holistic rubrics from the District writing program.</p> <p>D. All teachers will develop and practice strategies for differentiating instruction for all learners in a way that supports and strengthens student independence and resourcefulness. IRF and Reading First Coach will support this ongoing improvement through coaching, feedback, modeling and classroom observations of colleagues.</p> <p>E. Teachers will promote use of oral academic language practice and critical thinking through use of tiered strategies such as think pair share, cooperative groupings, oral presentations of information, explanations or</p>	<p>Reading First Coach IRF Leadership Team Principal</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers, IRF, Reading First Coach</p> <p>Teachers</p>	<p>September – May</p> <p>August- June</p> <p>August – June</p> <p>August – June</p> <p>August - June</p>		

<p>visual displays, drama, music and technology.</p> <p>F. The Dream School model requires that teachers assess students regularly and adjust teaching to provide intervention opportunities during the learning day in the form of small group tutorial. Correct use of BBC will also be in place in all classrooms.</p>	<p>Teachers</p>	<p>August - June</p>		
<p>3.3 Staff development and professional collaboration</p> <p>A. A culture of differentiated coaching, practice, collegial support, modeling, observation and feedback in an ongoing cycle will be promoted and supported by the Leadership team, the IRF, and Reading First Coach in order to maximize a supportive learning environment for teachers, resulting in more effective teaching and learning for Drew scholars.</p> <p>B. Teachers will meet weekly in configured groups to plan, reflect and revise curricula content, strategies and student performance in core content areas. Grade level, cross grade level, content specific, strategy specific and curricula are some of the foci for weekly meetings among staff.</p>	<p>IRF, Reading First Coach, Leadership Team Teachers</p> <p>Teachers Principal IRF Project Manager</p>	<p>August – June</p> <p>Sept- - May</p>		
<p>3.4 Involvement of staff, parents and community</p> <p>A. A portion of the Parents as Partners and SSC meetings will be to address the academic expectations and related responsibility of each stakeholder.</p> <p>B. During Parent –Teacher conferences, teachers will share with parents their child’s data and progress in core content areas as well as leadership skills. If a child has an individual learning plan,(ILP) that also will be reviewed.</p>	<p>Parents Principal Teachers</p> <p>Teachers Parents</p>	<p>August – June</p> <p>October-April</p>		

3.5 Monitoring program implementation and results A. The staff will review Star Team feedback to modify and improve delivery of instruction, school climate and student engagement. B. Project Manager, IRF, Principal and Reading First Coach will meet bi monthly to analyze data and plan the improvement of instruction.	Staff Principal IRF Dream School and Central Office Staff	October- June		

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

Objective #1

- Reduce suspensions by 20% to 12 students.

Objective #2

- Attendance rate will be at or above 95%

Objective#3

- Discipline referrals for physical aggression will be reduced by 50%- not more than 10 per week.

Objective #4

- Home/school community outreach visits will take place for a minimum of 20% of the K-3 population

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
4.1 Procedure/activity to improve climate/safety A. The Crisis Response Team Plan will be updated and procedures will be practiced with students and staff. B. An organized Parent Action Committee will be	Principal Principal, Staff,	September August – June		

<p>continued.</p> <p>C. The BEST model will be fully implemented. A leadership component will be included for students.</p> <p>D. Fire and Earthquake Drills will be held monthly.</p> <p>E. Ongoing multi-support services will be provided throughout the year to meet the needs of all students.</p> <p>F. Training time will be allocated to ensure shared knowledge of the safety plan contents.</p> <p>G. Organize parent watch during special events.</p> <p>H. At monthly assemblies students will be recognized for “BEST” behavior, perfect attendance, improved behavior and improved academics.</p> <p>I. Sports4Kids will use Junior Coaches in 3rd grade to assist in recess conflict resolution and organized games in order to reduce physical and verbal conflicts.</p> <p>J. Specific practices for recess bells, freeze and sit, walk to line order, etc. will be in taught and practiced in all classrooms</p> <p>K. Students will have positive incentives for leadership skills and appropriate behavior.</p>	<p>Parents</p> <p>School Health Staff Principal</p> <p>CARE Team</p> <p>Principal</p> <p>Principal Staff, Parents</p> <p>Principal</p> <p>Sports4Kids Support Staff Student Advisor</p> <p>Parent Liaison Teachers</p>	<p>August - June</p> <p>August – June</p> <p>August – June</p> <p>September</p> <p>August – June</p> <p>September-June</p> <p>September-June</p> <p>Sept- June</p>	<p>Instructional Materials;BEST Books for staff \$5,000</p> <p>Other Supplies \$7,000.00</p>	<p>73940 Targeted Inst. Improv. Grant</p> <p>73950 Sch. & Lib. Imprv. Block</p>
<p>4.2 Staff development and professional collaboration</p> <p>A. The Learning Support Professional will hold training sessions with staff on identifying behavior patterns and ideas for modifying them. He/she will work closely with Surround Care Team to support and provide services for students and families. Staff will review the SST process</p> <p>B. There will be ongoing communication with parents to enforce scholarly conduct, attendance and</p>	<p>CARE Team LSP</p> <p>Principal</p>	<p>August – June</p> <p>August – June</p>	<p>\$ 1200 stamps</p>	<p>73950 Sch.& Lib. Imprv. Block grant</p>

<p>complete uniform attire.</p> <p>C. The Principal will support improvement with classroom management, motivation and discipline.</p> <p>D. The staff will be fully trained in the BEST model to learn strategies that will reduce student negative behavior and increase the school’s positive climate.</p> <p>E. The LSP and the School nurse will provide staff development for staff using Truancy Prevention and Too Good for violence curriculum from SHPD.</p>	<p>Principal</p> <p>School Health Programs</p> <p>LSP Nurse</p>	<p>August – June</p> <p>August- November</p> <p>September- June</p>		
<p>4.3 Engagement of staff, parents, community</p> <p>A. The parent contract, uniform policy, attendance procedures, media access and student handbook will be reviewed at Back to School Night</p> <p>B. Parents As Partners will work with the Principal and Leadership Team to implement with a school-wide incentive system for students wearing complete uniforms.</p> <p>C. Parents and Faculty will work together to develop a Community Outreach Project that will provide an informal school or community site for parents, student and teacher to meet and develop a positive goal setting relationship for targeted students. (eg academic, behavior, truancy)</p>	<p>Principal</p> <p>Principal</p> <p>LSP Parent Liaison Teachers Parents</p>	<p>September</p> <p>September</p> <p>September- June</p>		
<p>4.4 Auxiliary services for students and parents</p> <p>A. The Elementary Advisor, Learning Support Professional, Nurse, IRF, and Parent Liaison will assist in promoting positive relationships between the school and the community by participating in the SST process, mediating conflicts between students, planning how to</p>	<p>Principal CARE Team</p>	<p>August - June</p>		

<p>improvement and writing of annual plan will be solicited from all parents through surveys, focus groups and community meetings.</p> <p>B. The Parents as Partners will meet monthly to address school concerns and make decisions on fund raising and expenditures of funds for the schools. Notices will be posted on Parent Bulletin Board.</p> <p>C. A parent information table will be set out and staffed periodically at morning intake and afternoon dismissal to provide parents with sign-up opportunities for volunteering.</p> <p>D. The school will host a minimum of three social events yearly (Winter Holiday Fair, Black History Program, Health Fair and Carnival) This will create opportunities to showcase the arts program, increase stakeholders and enhance relationships.</p> <p>E. Parent recognition and volunteer recognition will continue weekly in the newsletters.</p> <p>F. Parent Appreciation in May will recognize contributions by parents to the school community.</p>	<p>Parents Principal Parent Liaison</p> <p>Parents Principal Parent Liaison</p> <p>Parent Liaison Principal Parents as Partners</p> <p>Parent Liaison Principal Parents as Partners</p>	<p>August – June</p> <p>September- June</p> <p>November-May</p> <p>October- May</p>	<p>\$3,000 for social events Supplies, Refreshments, Materials</p>	<p>73950 Sch. & Lib Imprv Block</p>
<p>5.2 Ongoing communication with parents</p> <p>A. The Principal, Project Manager, Parent Liaison and Student Advisor will encourage parent participation at Parent/Teacher conferences. The Parent Liaison will prepare parents to have productive conferences in a parent workshop prior to conferences.</p> <p>B. The Principal and Staff will share test data and school expectations at Back to School Night.</p>	<p>Parents Principal Parent Liaison</p> <p>Principal Staff</p>	<p>September- May</p> <p>September</p>		

<p>C. Students in the intensive and/or strategic range in Language Arts/Reading will be identified for a teacher/family outreach meeting; an informal home visit or community meeting to build relationships between teachers and families.</p> <p>D. Frequent communication between teachers and parents will be encouraged by the Principal. Corrected homework will be returned in a timely manner.</p> <p>E. Weekly newsletter and Wednesday envelopes will continue to communicate information and notices to families.</p> <p>F. Special Education teachers will report student progress towards achievement of IEP at report card/conference periods.</p>	<p>Teachers Families LSP</p> <p>Principal Teachers</p> <p>Parent Liaison Principal</p> <p>Special Ed Teachers and RSP</p>	<p>September- April</p> <p>September- June</p> <p>September- June</p> <p>October- April</p>	<p>\$1000 envelopes, ink</p>	<p>73950 Sch & Lib Imprv Block</p>
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <p>A. The SSC in conjunction with the Resource Specialist and GATE Coordinator will make a presentation to the parent community, specifically targeting parents of GATE, EDY, Special ED an English Language Learners to inform them of services available for students</p>	<p>Surround Care Team Members Principal</p>	<p>September- November</p>		

<p>and community agencies as well as ways to support student learning.</p> <p>B. Parents will be provided with homework assist materials in order to support children’s learning at home.</p> <p>C. Weekly SST’s for students identified by teachers, parents or staff will be convened during the school day if possible on a designated day.</p> <p>D. The GATE Coordinator, Parent Representative for GATE and Principal will meet with GATE/High Potential families to provide information on how to best support gifted children.</p> <p>E. Parents will be encouraged to form a cadre of 6-8 parents to observe bi monthly Board of Education Meetings in order to keep abreast of District matters and provide input to discussions which impact the school community. These parents will report back to the community and keep it informed of policies and pending decisions that may affect the school.</p>	<p>Parent Liaison Teachers</p> <p>LSP, Nurse Principal</p> <p>GATE Coordinator, Principal, Parent Liaison</p> <p>Parents as Partners</p>	<p>September- May</p> <p>August-June</p> <p>October-May</p> <p>September - June</p>	<p>\$5,000.00</p>	<p>73950 Sch.& Lib Improv Block</p>
<p>5.4 Providing education opportunities for parents</p> <p>A. The Principal will work closely with the Parent Liaison and the Office of parent engagement to provide monthly workshops on issues such as: Understanding California State Standards, Effective Parent/Teacher Conferences, Creating Learning Environments at home, etc.</p> <p>B. Parents will be invited to participate in a book club to read educationally and culturally</p>	<p>Principal</p> <p>Principal</p>	<p>Sept-June</p> <p>Sept-June</p>	<p>\$5,000.00</p>	<p>73950 Sch &Lib Improv Block</p>

<p>relevant material that supports the education and well being of their children.</p> <p>C. Parents will have access to speakers on topics related to; parenting, single parenting; discipline, blended families and kinship, etc.</p> <p>D. The Principal will provide a workshop in September to educate parents on how to interpret the CST an CAT6 test data that they receive. Workshops will also be held to teach parents how to interpret OARS data to better understand their child’s progress.</p>	<p>Parent Liaison Principal</p> <p>Principal</p>	<p>Sept-June</p> <p>Sept-June</p>	<p>\$2,000.00 Honorarium and supplies</p>	<p>73950 Sch.& Lib Imprv. Block</p>
<p>5.5 Involvement of community partners</p> <p>A. The community, business partners (GAP, Advent, Wells Fargo etc.) will continue to be invited to participate in the school’s Career Day, Read Aloud, and Mentoring programs</p>	<p>Principal</p>	<p>Sept-June</p>		
<p>5.6 Monitoring program implementation and results</p> <p>A. Surveys will be given once a year to all stakeholders to get their input on program implementation. The information will be used to improve existing practices.</p> <p>B. The SSC and Parent Liaison will hold parent meetings to gather feedback about parent involvement in the school.</p> <p>C. The Principal will monitor parent participation at Parent/Teacher Conferences</p>	<p>Principal</p> <p>Principal SSC Parent Liaison</p> <p>Principal</p>	<p>November March</p> <p>November March</p> <p>October April</p>		

through sign in logs. D. Quarterly meetings with the community from other Dream School, Willie Brown and Gloria R. Davis will occur with administrators and Parent Liaisons to problem solve, share resources and articulate community goals.	Principal	Quarterly		
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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
Pat Forte		X					11.06
Tamitrice Rice Mitchell				X			11.08.04
Sheryl Perkins			X				3.25.04
Nicole Florez			X				1.07
Nicole Curcio			X				1.07
Kashina Pierce				X			11.8.04
Derrick Eva					X		11.8.04
Madonna Stancil					X		11.06
Michelle Williams					X		11.06
Numbers of members of each category		1	3	2	3		

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
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
Abeni Bender					X		11.06
Upenda Manning					X		11.06
Kashina Pierce				X			11.06
Derrick Eva					X		11.06
Chandra Logan					X		11.06
Armani Manning					X		11.06
Michelle Williams					X		11.06
Katherine Mickels					X		11.06
Pat Forte		X					
Tamitrice Rice Mitchell				X			
Numbers of members of each category							

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

RECOMMENDATIONS AND ASSURANCES

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

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

Attested:

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

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