

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

[E.R. Taylor]

School

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CDS Code

[March 16, 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.

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

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

EXECUTIVE SUMMARY

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:

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:

Latino students will exceed the AYP growth targets for '06-'07 which will be a minimum of 24.1% in Language Arts and 40% in Math on the California Standards tests in Spring '07.

- a) 1. Each teacher picks 4 target students with Latino and African American Students as the main focus. Teachers monitor the progress of the target students throughout the year on both RESULTS and SCOE.

2. Latino and African American 3rd-5th graders that are a Basic and Below Basic on the CST and school-based assessments receive individual and small group instruction in the *Read Naturally* program to improve reading fluency and comprehension.
 - b) Time to meet with students to give them extra support in language arts is always a challenge. Teachers use Universal Access time to meet with students in small groups.
 - c) 3 Paras are hired through Title 1- SWP and SBCP funds to provide small group support to Latino and African American students. The school also pays for an adjustment teacher through CD for 4th and 5th grades to reduce class size to 28 students. This allows teachers more time to provide individual and small group instruction. The school also pays for substitutes through Title 1, CD and WSF to allow teachers time to administer RESULT's testing in Sept. and throughout the year so that teachers can determine instructional practices to better meet student needs.
 - d) A Parent Coordinator is hired through additional funding from a private donor to provide workshops for parents that include activities to help parents better support their children's academics.
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Current-Year Objective 2:

38% of our ELLs will score proficient on the CST in Language Arts in '07.

- a.)
 1. Continue the full implementation of a daily ELD period using the adopted District texts. The level of the student's proficiency is based on their CELDT level and teacher recommendation.
 2. Full implementation of the BBG (Bilingual Biliteracy Guide) developed by the Multilingual Dept. so that the Spanish Bilingual students transition to English Literacy at an earlier age while maintaining Spanish Proficiency.
 3. Two half time paraprofessionals work with our 4th and 5th grade newcomer students to support their development of English.
 - b.) Our teachers have found that the ELD materials are limited in depth and therefore teachers need to spend additional time providing additional resources.
To make this easier teachers meet together in grade level clusters to plan activities together.
 - c.) Paraprofessionals are hired through Title 1 and SBCP to provide support to newcomers.
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Current-Year Objective 3:

10% more Special Education, GATE and ELL students will score proficient on the LA section of the CST. Currently there are 4/48 Special Ed students, 46/52 Gate Students and 78/217 ELL students who were proficient in 2006. On the CST in '07 we hope for approximately 10 Special Ed students, 100 % of the Gate students and 100 ELL students who are proficient.

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

- a.)
 1. Through the use of the "Focused Approach" the core curriculum will be more accessible to our English language learners and Special Ed students. teachers will plan these activities in grade level clusters
 2. The six GATE students who scored at Basic on the CST will be a target student to ensure that they are progressing at the level of their potential.
 3. 10 special Ed students will be targeted for extra support by teachers, and their progress will be monitored by the Special Ed staff and classroom teachers.

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.

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 for Goal 1

Questions to cover:

- 1. What are the key data findings observed from last year's CST? What achievement gaps exist (can be grade-level gaps, subject-subject, by racial subgroups, EL vs. non-EL students, Special Ed vs. non-Special Ed students, EDY vs. non-EDY students, etc.). [Note: The overall performance of English learners, Special Ed, and socio-economically disadvantaged students should be addressed in Goal 2; however, any achievement gaps that exist for or within these subgroups should be addressed here in Goal 1.]*
 - 2. What patterns or trends have been observed over multiple years?*
 - 3. What additional school data was analyzed, if any (i.e. data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*
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Key Findings:

The spring '06 CST results showed that 29.4% of our Latino students were proficient in Language Arts up from 20% last year, and 29.2% of our African American Students were proficient in Language Arts down .08%. We are beginning to bridge the gap between our Latino and Asian students but have a long way to go as the Asian students are at 66.1% proficient. We have updated our Objective for this year's CST to 34% proficiency for both ethnic groups.

In Math our Latino students scored at 42.4 % proficiency up from 38.2% and African American at 33.3% down from 40%. We are particularly concerned about the African American students dropping 7 Percentage points from '05 CST.

In general, the overall trend at Taylor is steady progress on both the API and on the % of students who score at the proficient and advanced levels on the CST in LA and in Math. Over the last 5 years our growth in LA has been from 41% proficient to 52 % proficient. In Math it is from 42% to 65%. However, we are well aware of our gap between our Chinese and our Latino and African American students. Our focus for the last 3 years has been, and continues to be, on finding ways to bridge the gap.

36.4 % of our ELL students scored at the proficient level on the CST up from 33.9% in '05. There has been growth every year since 2002. However there is still a significant gap from our ELL's and non ELLs. There is currently a 30% difference in scores between the two groups.

Key Objectives for Goal 1

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

Objective 1:

40% of Latino and African American students will score at the proficient level on the 2008 CST in Language Arts on the 2008 CST

46% of Latino students will score proficient in Math, and 40 % of African American will score proficient in Math on the 2008 CST

Objective 2:

40% of our ELLs will score proficient on the CST in Language Arts in '08

Key Strategies for Goal 1

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

Key Strategy 1:

1. Each classroom teacher will pick 4 focal students with an emphasis on African American and Latino students. The teachers will monitor the progress of the focal students in LA and Math throughout the year, and adjust strategies as necessary to ensure progress. Progress will be monitored at CSST's twice a year and at grade level cluster meetings.
2. A Spanish speaking Reading Recovery teacher will work with 8-12 first grade Spanish Bilingual students and our English Reading Recovery program will give priority to our African American and non-bilingual Latino first grade students.
3. African American and Latino students will be given priority in our After School Homework/enrichment program.

Key Strategy 2:

1. The school will fully implement an ELD period using the adopted District text at the level of the student's proficiency .
2. Two ½ time paraprofessionals will work with our 4th and 5th grade newcomer students to support their English language development.
3. Through the use of the best practices and SDAI methods the core curriculum will be more accessible to our ELL students.
4. Full implementation of the BBG (Bilingual Biliteracy Guide) developed by the Multilingual Dept. so that the Spanish Bilingual students will transition to English Literacy while maintaining Spanish proficiency

Goal 2: Academic Equity

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

Data Conclusions for Goal 2

Questions to cover:

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

There are several Special Education programs at Taylor: 29 students are in the Resource Specialist Program, 13 in Inclusion and 8 in the SDC: ED/ LD. Approximately 400 of our 640 students are English Language Learners and 52 are GATE students.

Special Ed: Only 10% of our Special Ed students are proficient on the CST in Language Arts (5/ 48students) and 20.8% in Math (10/48) students. In both cases we have made progress each year, but have a long way to go.

ELL: There is an achievement gap between our ELL students in LA as noted in Goal 1. There is also a gap in Math. 53.7% of our ELL students are proficient, but 76.2 % of Non-ELL students are proficient.

GATE: Of the 52 GATE students 46 are Proficient or Advanced in LA and 51 in Math.

Key Objectives for Goal 2

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

Objective 1: 55 % of our students will be proficient on the LA section of the CST in 2008 and 68% of our students will be proficient on the Math section of the CST in 2008.

Objective 2: 10% more Special Education, GATE and ELL students will score proficient on the LA section of the CST.

Key Strategies for Goal 2

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

Key Strategy 1:

1. Teacher will administer RESULTS testing at the beginning of the year to all of our students to establish the literacy level of each student and to adjust instruction.
2. RESULTS will be administered to our Target Students three times throughout the year.
3. Teachers will administer math assessments throughout the year to ensure that students are gaining the basic skills necessary.
4. The School Librarian will open the library before school and during lunch for students to read for enjoyment.

Key Strategy 2:

1. Through the use of the “Focused Approach” and targeted vocabulary strategies, the core curriculum will be more accessible to our ELL and Special Ed students.
2. The school will develop an After School Gate program to ensure that the GATE students are receiving additional critical thinking activities.
3. Progress of Special Education students will be monitored by the administration and Special Ed Staff at each quarter to determine if there is a need from additional support and strategies.

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.]

Key Findings:

The gap between our English Language Learners and our English Speaking students reflects a significant need to improve English language instruction and vocabulary development. It is also apparent from our SCOE data that there is a direct correlation between fluency and comprehension and teachers need additional training in both fluency and comprehension strategies. SCOE data in reading comprehension for the first two themes in 2-5 grades, reveals that only 38% of our students are scoring at the benchmark or challenge levels. SCOE data also shows us that writing is a weaker area across the grade levels. In addition we need to focus more on Science as our scores in the 5th grade science test reveals that only 30% of our 5th graders are proficient.

Key Objectives for Goal 3

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

Objective 1:

By June 2008 , 60% of students in first through fifth graders will score in the strategic and challenge level on the SCOE tests

Objective 2:

From the CELDT administration in the fall of 2008, 70% of the ELL will gain a level from the 2007 administration.

Key Strategies for Goal 3

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

Key Strategy 1:

1. Teachers will participate in professional development in Reading Comprehension strategies based on practices such as Reciprocal Teaching, and activities in *Strategies That Work* and *Mosaic of Thought*.
2. Teachers will meet in grade level clusters a minimum of twice a month to plan strategies in Language Arts and Math based on student work and assessments..
3. The 4th and 5th grade teachers will meet to continue to develop strong science units so students receive consistent instruction in science.

Key Strategy 2:

1. Teachers will participate in professional development in ELD instruction based on the work of Susanna Dutra and the *Focused Approach* to improve ELD instruction

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.]

Key Findings:

The Positive Behavior Support Committee has collected data on a safe learning environment for the eight week periods since Sept. Our goal is to reduce student citations given on the yard throughout each period. So far there is 15% less citations given this year than in the same period last year. For students who have citations in each of these periods, the PBS team will develop support programs to improve yard behavior. For example this year staff members have begun to mentor our most at-risk students. So far 9 students have been assigned to a staff member. We also have had 26 referrals to the SST for behavior this year, down from for the same period last year.

Key Objectives for Goal 4

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

Objective 1: Students citations will decrease in 2007- 2008 next year by 10% from the number given out in 2006-2007.

Objective 2. Behavior as the primary reason for an SST referral will decrease in 2007-2008 by 10% from 2006 - 2007.

Key Strategies for Goal 4

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

Key Strategy 1:

1. The Behavior Support Team (PBS) will meet monthly to address the needs of the at-risk students.
2. Each of the students needing intensive support will be given a “Buddy teacher” to check- in with them weekly to monitor and encourage safe, respectful and responsible behavior.
3. The Sports for Kids Coach and Elementary Advisor will work with students at recesses and lunch to develop activities to keep students engaged in games and sports.

Key Strategy 2:

The Coordinated Services Team (CST) will meet monthly to analyze student behavior data from the PBS and SSTs and develop support Programs for students and families.

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.]

Key Findings:

Taylor's PTA meets monthly. Whenever possible, the meeting is held in the evening and repeated the following morning in order to meet the needs of parents who are only available in the evening or in the morning. 38 parents have joined the PTA this year up from 17 last year. We also have a Latino Family Committee that plans a variety of activities focused on helping Latino Families support their children. Our attendance at activities varies from month to month, but the average participation between both evening and morning sessions is about 50-75 families. Overall this has remained the same as last year. We updated our PTA by-laws last year and have put systems in place to carefully monitor records of activities and fund raisers. 98 % of our parents attended the fall parent conference with the teacher this year.

Through our SB65/Healthy Start Program, Taylor has extensive relationships with a variety of community agencies. We have maintained most of these relationships and each year continue to expand our resources. We are now involved with over 20 community agencies who support student achievement, emotional and physical health, after-school programs and family support. We are also continuing to provide College Bound activities to help our families support long range goals for their children.

Key Objectives for Goal 5

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

Objective 1:

The number of parents participating in activities will increase by 25% in 2007-2008 from the number in 2006-2007.

Objective 2:

The number of parents using the Healthy Start resources will increase by 10% in 2007-2008 from the number in 2006-2007

Key Strategies for Goal 5

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

Key Strategy 1:

1. The Outreach Consultant and the Parent Involvement Coordinator will coordinate activities to increase parent participation at the school.
2. The school will plan a minimum of two multicultural events to honor the diversity of cultures at the school and support the inclusion of all cultures.
3. All flyers and correspondence will go home to families in three languages.

Key Strategy 2:

1. Families will be invited to a Healthy Start Open House in Sept. to inform them about all the additional resources at Taylor to help families support their children.

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 ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date ² Completion Date | Staff Responsible | Estimated Cost | Funding Source | District Support(s) Needed |
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| Key Strategy 1: • High leverage activities 1. Each classroom teacher will pick 4 focal students with an emphasis on African American and Latino students. The teachers will monitor the progress of the focal students in LA and Math throughout the year, and adjust strategies as necessary to ensure progress. Progress will be monitored at CSST's twice a year and at grade level cluster meetings. 2. A Spanish-speaking Reading Recovery teacher will work with 8-12 first grade Spanish Bilingual students and our English Reading Recovery program will give priority to our African American and non-bilingual Latino first grade students. 3. African American and Latino students will be given priority in our AfterSchool/ Homework/Enrichment program. | Sept. 07- June '08 | Classroom Teachers | \$ 2,253,358. | WSF/ Title 1 SWP/ SIP/Targeted.. | |
| | Sept. '07- June '08 | Reading Recovery Teachers | \$217,564 | Targeted.../ Title 1 SWP/ EIA-LEP | Reading Recovery Teacher Leader |
| | Sept. '07 – May '08 | ASP | \$90,000 | 21 st Century | School Health Programs Dept. |

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

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

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| <p>Key Strategy 2:</p> <ul style="list-style-type: none"> • High leverage activities: <ol style="list-style-type: none"> 1. Two ½ time paraprofessionals will work with our 4th and 5th grade newcomer students to support their English language development. 2. The school will fully implement an ELD period using the adopted District text at the level of the student’s proficiency 3. The school will fully implement the BBG (Bilingual Biliteracy Guide) Program developed by the Multilingual Dept. so that the Spanish Bilingual students will transition to English Literacy while maintaining Spanish proficiency | <p>Aug. '07 – June .08</p> <p>Sept. '07- Aug.'08</p> <p>Aug. '07 – June .08</p> | <p>Two language support paraprofessionals</p> <p>Classroom Teachers</p> <p>Spanish Bilingual Teachers</p> | <p>\$44,137.00</p> | <p>WSF/ Title1 SWP</p> | <p>Multilingual Dept. Support</p> |

Monitoring and Assessment for Goal 1

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

Key Strategy 1:

1. The Focal Students will be assessed three times a year (Sept., Jan., and May) on RESULTS in order to compare progress in reading over time. Teachers will bring student work and SCOE results to their cluster meetings, with a focus on the work of the Focal Students. These scores will consistently be reviewed and strategies adjusted for progress.
2. Reading Recovery students are regularly assessed as part of the RR program. At the end of 20 weeks, if a student does not discontinue an SST will be convened to determine additional needs.
3. The Administrators will review the lists of students in the ASP monthly. The Site Lead Teacher will monitor the progress of the Target students.

Key strategy 2:

The progress of the newcomer students in 4th and 5th grades will be monitored by the administrators at the CST, monthly. Read Naturally will be part of their daily program and their level will be assessed every 6 weeks. The bi-monthly grade level cluster meetings will review their progress in the ELD program.

1. The Administrators will visit classrooms on a regular basis and particularly ensure that the ELD period is honored. Grade levels will determine appropriate assessments after each ELD theme.
2. The administrators will visit classrooms on a regular basis and particularly ensure that the BBG period in K-2 is honored. English development will be monitored through the ELD assessments and student work.

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 ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date ⁴ Completion Date | Staff Responsible | Estimated Cost | Funding Source | District Support(s) Needed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------|----------------|-----------------------|----------------------------|
| Key Strategy 1: <ul style="list-style-type: none"> • High leverage activities: <ol style="list-style-type: none"> 1. Teachers will administer RESULT testing at the beginning of the year to all students to establish the literacy level of each student and adjust instruction. 2. RESULTS will be administered to our Target Students three times throughout the year. 3. Teachers will administer math assessments throughout the year to ensure that students are gaining the basic skills necessary. 3. The School Librarian will open the library before and at lunch to allow students to read for pleasure | Sept. '07 | Teachers and Substitutes | \$6,500 | EIA LEP & Title 1 SWP | |
| | Jan. & May '08 | Teachers and Substitutes | \$3,000 | BASRC | |
| | Sept.'07 – June '08 | | | | |
| | Sept.'07 – June '08 | Librarian | \$15,540 | WSF | Prop H |
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³ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

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

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| Key Strategy 2: <ul style="list-style-type: none"> • High leverage activities: 1. Teachers will use “Focused Approach” and targeted vocabulary strategies to ensure that the core curriculum is more accessible to our ELL and Special Ed students. 2. Progress of Special Education students will be monitored by the administration and Special Ed Staff each quarter to determine if there is a need from additional support and differentiated instructional strategies. 3. The school will develop an After School GATE program to ensure that the GATE students receive additional critical thinking activities. | Sept.’07 – June ‘08 | | | | |
| | Sept. ‘07/ Jan. /Mar/June ‘08 | Principal/ Vice Principal | \$225,686.00 | | |
| | Jan.-May ‘08 | Teachers | \$8,000.00 | 21 st Century Grant | School Health Programs Dept. |

Monitoring and Assessment for Goal 2

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

Key Strategy 1:

The administrator will ensure that RESULTS assessments and math assessments occur in a timely manner and time is set aside at Collaboration meetings and at CSSTs to review the results. Strategies to address the needs of students shown by the assessments will be developed by the teachers at the meetings and reviewed throughout the year.

Key Strategy 2:

1. The Administrators will ensure that the Special Ed student’s progress is monitored at IEP’s, and CSST meetings throughout the year. The Special Ed Staff will give RESULTS testing to the Special Ed students three times a year.
2. The Afterschool Coordinator will organize the ASP GATE program and it will be open to all GATE students. Progress will be monitored by the ASP teachers.

Goal 3: Instructional Improvement

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

| Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date ⁶ Completion Date | Staff Responsible | Estimated Cost | Funding Source | District Support(s) Needed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------|----------------|----------------------------|
| <p>Key Strategy 1:</p> <ul style="list-style-type: none"> High leverage activities: <ol style="list-style-type: none"> Teachers will participate in professional development in Reading Comprehension strategies based on practices such as Reciprocal Teaching, and activities in <i>Strategies That Work</i> and <i>Mosaic of Thought</i>. Teachers will meet in grade level clusters a minimum of twice a month to plan strategies in Language Arts and Math based on student work and assessments. The 4th and 5th grade teachers will meet to continue to develop strong science units so students receive consistent instruction in science. | <p>Aug. 07</p> <p>Sept. '07- June'08</p> <p>Sept. '07- June'08</p> | <p>Teachers and Administrators at ERT</p> <p>Teachers and Administrators</p> <p>Teachers and Administrators</p> | | | |
| <p>Key Strategy 2:</p> <ul style="list-style-type: none"> High leverage activities: <p>Teachers will participate in professional development in ELD instruction based on the work of Susanna Dutra and the <i>Focused Approach</i> to improve ELD instruction</p> | <p>Aug. 07 & Jan. '08</p> | <p>CRLP</p> | <p>\$2,500</p> | <p>BASRC</p> | |

Monitoring and Assessment for Goal 3

Questions to cover:

- How will the school monitor implementation of the high leverage activities above?
- How will the school evaluate its progress towards achieving the desired objective(s)?

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

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

3. *What data will be collected to measure progress?*

Key Strategy #1:

Administrators will organize PD in comprehension strategies either during PD before school begins, or during Staff meetings in Sept. and Oct. The focus will be on Reciprocal Teaching and strategies from *Mosaic of Thought* and *Strategies that Work*.

The structure for bimonthly cluster meetings has been in place at Taylor for the past several years. The Administrators facilitate each meeting and with the Cluster leaders plan the agendas for each meeting. The agendas include objectives for each meeting which are monitored by the administrators.

Key Strategy #2:

CRLP will provide inservice to review the Focused Approach for staff. The money for the inservice is included in BASRC funding. Administrators will monitor the use of the Focused Approach through walk-throughs and through the review of teacher lesson plans. Assessments of vocabulary will be conducted by SCOE assessments after each HM theme with a focus on the comprehension and vocabulary sections of the assessment..

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 ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date ⁸ Completion Date | Staff Responsible | Estimated Cost | Funding Source | District Support(s) Needed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------|----------------------------|
| <p>Key Strategy 1:</p> <ul style="list-style-type: none"> High leverage activities <p>1. The Behavior Support Team (PBS) will meet monthly to address the needs of the at-risk students.</p> <p>2. Each of the students needing intensive support will be given a “Buddy teacher” to check- in with them weekly to monitor and encourage safe, respectful and responsible behavior.</p> <p>3. The Sports for Kids Coach and Elementary Advisor will work with students at recesses and lunch to develop activities to keep students engaged in games and sports.</p> | <p>Sept. '07- June'08</p> <p>Sept. '07- June'08</p> | <p>Outreach Consultant</p> <p>Sports for Kids/ Elementary Advisor</p> | <p>\$50,000</p> <p>\$23,500 \$51,654</p> | <p>SB65</p> <p>Targeted Inst. Imprv.</p> <p>Targeted Inst. Imprv.</p> | |
| <p>Key Strategy 2:</p> <ul style="list-style-type: none"> High leverage activities: <p>The Coordinated Services Team (CST) will meet monthly to analyze student behavior data from the PBS and SSTs and develop support Programs for students and families.</p> | <p>Sept. '07- June'08</p> | <p>Support Staff</p> | | | |

Monitoring and Assessment for Goal 4

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above?
2. How will the school evaluate its progress towards achieving the desired objective(s)?
3. What data will be collected to measure progress

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

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

Key Strategy #1:

1. The Assistant Principal will be the facilitator for the Behavior Support Team. He/She will set up the monthly meetings and the agenda. The “Buddy Program” will be monitored by the team with monthly check-ins. The number of citations received by the “at risk” students will be monitored every month along with reports from the teachers about classroom behavior.

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2. The activities developed by Sports For Kids will be monitored by the Sports for Kids program and by the Vice Principal organization of activities.

Key Strategy #2:

The CST is facilitated by the Outreach Consultant. She will be responsible for setting up the monthly meetings and preparing the agendas. The CST Committee will review the support programs available for the students and their families to ensure that student needs are being met. These Programs include Reading Recovery, Special Ed., the Para support program, Behavior Support Team, Elementary Advisor, Sports for Kids and the After school Program. Action plans from the SST’s conducted each month will be reviewed and Committee members will be assigned duties to ensure that the action plans are effective. At the end, concerns about a student or family that has not been addressed will be discussed and actions designated.

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 ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) | Start Date ¹⁰ Completion Date | Staff Responsible | Estimated Cost | Funding Source | District Support(s) Needed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------|----------------------------------|
| Key Strategy 1: <ul style="list-style-type: none"> • High leverage activities: 1. The Outreach Consultant and the Parent Involvement Coordinator will coordinate activities to increase Parent's participation at the school. 2. The school will plan a minimum of two multicultural events to honor the diversity of cultures at the school and support the inclusion of all cultures. 3. All flyers and correspondence will go home to families in three languages and translators and child care will be available at all meetings 4. The Administrators will hold monthly "coffees" to allow parents to ask any questions they may have about the school, and a newsletter and calendar will be sent home each month. | Sept. '07- June '08 | Outreach Consultant (Social Worker) Parent Involvement Coordinator | \$75,288 | SB65 and Cummins West Funding | |
| | Sept. '07 and May '08 | Parent Involvement Coordinator/ PTA | \$20,000 | Cummins West Funding | |
| | Aug '07- June '08 | Translation Services | \$2,000 | Title SWP | |
| | Aug. '07- June '08 | Secretaries | \$105,390 | WSF/Title SWP | |
| | Aug. '07- June '08 | Administrators | \$500 (food and child care) | PTA Funds | |

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

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| Key Strategy 2: <ul style="list-style-type: none"> • High leverage activities: Families will be invited to a Healthy Start Open House in Sept. to inform them about all the additional resources at Taylor. | Sept. '07 | Healthy Start Staff | | | |
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Monitoring and Assessment for Goal 5

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

Key Strategy #1:

Parent Participation will be monitored through attendance records and activities that are held at the school. These records will be maintained by the Parent Coordinator who is funded by a benefactor who supports our Healthy Start Program. A needs Assessment will be sent home yearly to families to prepare for the development of the Site Plan. This needs assessment includes questions about parent involvement and parent awareness of activities. The information and suggestions received will be reviewed and addressed by the Administrators.

Key Strategy #2:

The Healthy Start Coordinator and Outreach Consultant will be responsible to organize this event. A survey at the end will determine if families found it helpful.

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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 |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------------|-------------------|--------------|
| Virginia Dold | | X | | | | | 9/06 |
| Rick Costello | | | X | | | | 9/06 |
| Ernie Kelly | | | X | | | | 9/06 |
| Elizabeth Lyons | | | X | | | | 9/06 |
| Brigitte Knight | | | | X | | | 9/06 |
| Lupe Alvarez | | | | | X | | 9/06 |
| Laura Smith | | | | | X | | 9/06 |
| Ellen Lee Zhou | | | | | X | | 9/06 |
| Orlanda Padilla | | | | | X | | 9/06 |
| Fakhra Choudhery | | | | | X | | 9/06 |
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| Numbers of members of each category | | 1 | 3 | 1 | 5 | | |

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

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based 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 |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------|--------------------------|-------------------|--------------|
| Lupe Alvarez | | | | | X | | | 9/06 |
| Mei Zhen Luo | | | | | X | | | 9/06 |
| Ellen Lee Zhou | | | | | X | | | 9/06 |
| Ana Franco | | | | | X | | | 9/06 |
| Wah May Wong | | | | | X | | | 9/06 |
| Yan Juan Li | | | | | X | | | 9/06 |
| Johanna Lui | | | X | | | | | 9/06 |
| Sylvia Rosales | | | X | | | | | 9/06 |
| Mary Ann Cramer | | | X | | | | | 9/06 |
| Connie Chew | | | X | | | | | 9/06 |
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| Numbers of members of each category | | | 4 | | 6 | | | |

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 | Date Elected |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------------|-------------------|---------------------|
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| 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: Jan. 30 & 31
 - B. One meeting to present plan upon its completion.
DATE: March 6 & 7
7. This school plan was adopted by the school site council on: March 5, 2007
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

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|-----------------------------------------------------------------|-------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Virginia Dold <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 3/12/07 <input type="checkbox"/> |
| Typed name of school principal | Signature of school principal | Date |
| Fakhra Choudhery <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 3/12/07 <input type="checkbox"/> |
| Typed name of SSC chairperson | Signature of SSC chairperson | Date |