

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

El Dorado Elementary

School

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CDS Code

3.15.07/4.13.07
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.

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:

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

SITE: El Dorado is currently using Rigby, Harcourt Math, Houghton Mifflin Social Studies, Actions for Health, Houghton Mifflin Reading, Harcourt Brace Science for 4th & 5th grades and Foss and Insights science kits. We are also using other supplementary materials, which include the Quick Word Handbook and Mathland. Staff continues to monitor standards at monthly grade level meetings.

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

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

SITE: **All core curriculum materials are available to GATE, EDY, Special Education, and EL students. Supplemental materials purchased for math to support Harcourt-Brace and leveled readers to support Houghton-Mifflin.**

(GATE requirement): School has purchased and fully implemented adopted instructional materials and standard-based supplemental materials for all students including materials to challenge GATE students.

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

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

SITE: **Staff will receive professional development in guided reading, vocabulary and comprehension strategies.**

(GATE requirement): Grade level and faculty meetings are used to backward map, align standards, assessments and best practices to professional development and meeting the needs of GATE students.

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

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

SITE: **In order to provide individualized instruction to increase the quality of academic performance, staff will identify students who are not meeting standards and set objective/outcomes monitored by formative and summative assessments.**

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

SITE: Literacy coach for first, fourth, and fifth grade students identified as below grade level on benchmark assessments classroom will be provided with small group instruction in reading comprehension strategies and guided reading.

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

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

SITE: Teachers will review STAR assessments to determine strengths and weaknesses of students' skills in reading, writing, and mathematics. Data will be disaggregated and used to differentiate instruction and support students needs based on the standards.

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

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

SITE: Parent liaison will assist in planning activities at school that involve parents and community. Parent liaison will focus on recruiting more parent representatives of student body to attend meetings, workshops, and join committees.

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

SITE: The school offered three parent-training nights in core curriculum subjects. The nights coincided with PTA meetings to provide convenience for parents. Math night had a lackluster turnout.

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

SITE: To ensure program continuity, all open staff positions should be filled as soon as possible allowing for new staff to be trained in curriculum and prepare for school start. **On-going support for working with EL students:** Although most teachers at El Dorado have the CLAD certificate, there needs to be on-going development and implementation of strategies, skills, and tools that support EL students.

El Dorado Elementary School
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Phone: 415-330-1537 Fax: 415-467-2435

Enrollment: 272
Grades Served: K-5
Email: sch521@muse.sfusd.edu

San Francisco Unified School District
Superintendent: Gwen Chan
Web Site: www.sfusd.edu

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Every person at El Dorado is an important unique being. Students will have access to a balanced program in the areas of language.

School Description

El Dorado Elementary School serves an ethnically diverse student population. The school is located in Visitation Valley. Each member of the El Dorado staff shares in the belief that all children can learn. Members of the school community, work together to create an environment that is focused on the success of each student, both academically and socially. The School Site Council, consisting of community members, parents, teachers, paraprofessionals, and school administration, assists with curriculum and program development. El Dorado is an excellent learning environment that provides students with an academic background that will serve them well throughout their lives.

Vision Statement

All stakeholders of El Dorado School are dedicated to providing a safe and respectful environment that promotes teaching the whole child. Our work is focused on fostering the richest learning environment possible enabling all students to explore and develop the knowledge and skills needed to become the leaders of tomorrow.

Opportunities for Parental Involvement

Contact Person Name: Tai-Sun Schoeman
Contact Person Phone Number: 415-330-1537

Organized opportunities for parental involvement

Parents are welcomed to visit the school and are encouraged to participate in the PTA, the School Site Council, or as school volunteers. Parents are invited to attend special events such as the Passport Day, Multicultural Celebrations, Science Fair, Family Literacy and Math Nights. Home-school communications are sent every Wednesday as well as a monthly newsletter. These are coordinated by the Parent Liaison and provide news and information. Parents interested in any of the school programs are urged to contact the Parent Liaison by calling the school office. Spanish and Chinese translations are available for all meetings and events.

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:
(Please state your data patterns and trends.)

31.7% of students school-wide scored at proficient or above in ELA on CST Exam.
15.8% of African-American students scored at proficient or above in ELA on CST Exam.
29.6% of Latino-American students scored at proficient or above in ELA on CST Exam.
7.7% of Special Ed. students scored at proficient or above in ELA on CST Exam.

49.7% of students school-wide scored at proficient or above in Math on CST Exam.
24.6% of African-American students scored at proficient or above in Math on CST Exam.
42.3% Latino-American students scored at proficient or above in Math on CST Exam.
19.2 % of Special Ed. students scored at proficient or above in Math on CST Exam

All subgroups met AYP, except AA & Students with Disabilities in Language Arts and Math, growth requirements and there is still a large Testing Gap between African-American, Students with Disabilities, Latino students and the school-wide proficiency % in both Math and ELA.

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

Objective 1: Increase African American, Latino and Students with Disabilities student scoring from current levels to 34.0% proficient on ELA CST exam in order to meet NCLB and District AMOs in order to close the achievement gap.

Objective 2: Increase African American and Students with Disabilities student scoring from current levels to 34.6% proficient on Math CST exam in order to meet NCLB and District AMOs in order to close the achievement gap.

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

- 1.Data will be analyzed, to target African American and Students with Disabilities below proficient on CST ELA & Math, Focal Students will be identified, intervention plans will be implemented and monitoring progress will be done using formative and summative assessments at the end of each cycle of inquiry.
2. Analyze Benchmark Assessments in Language Arts to inform instruction and create student success goals for 6-8 week cycles of inquiry. Develop yearly intervention plans in ELA and Math.
- 3.The use of Direct Instruction and the Focused Approach to Front Loading strategies will be applied to target all A.A, and Special Ed.

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:
(Please state your data patterns and trends.)

31.7% of students school-wide scored at proficient or above in ELA on CST Exam.

15.8% of African-American students scored at proficient or above in ELA on CST Exam.
29.6% of Latino-American students scored at proficient or above in ELA on CST Exam.
7.7% of Special Ed. students scored at proficient or above in ELA on CST Exam.
41.7% of EL students scored at proficient or above in ELA on CST Exam

49.7% of students school-wide scored at proficient or above in Math on CST Exam.

24.6% of African-American students scored at proficient or above in Math on CST Exam.
42.3% Latino-American students scored at proficient or above in Math on CST Exam.
19.2 % of Special Ed. students scored at proficient or above in Math on CST Exam
70.8% of EL students scored at proficient or above in Math on CST Exam.

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

Objective 1: EL students at CELDT levels 1 and 2 (Beginning and Early Intermediate) will make one years growth as assessed by annual CELDT data and benchmark assessments from ELD standards based curriculum. EL students at CELDT levels 3 and above (Intermediate to Advanced) will demonstrate/show 5% improvement as measured by ELA CST data. Professional Development using Focused Approach which includes strategies, (front loading, interactive editing, and comprehension) linked to H.M. language series. Students will be assessed using the Focused Approach Express Test to monitor and assess progress and placement of students into appropriate groupings.

Objective 2: Increase Students with Disabilities student scoring from current levels to 34.0% proficient on ELA CST exam in order to meet NCLB and District AMOs to close the achievement gap. Increase the % of GATE identified students in subgroups by at least 5%.

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

1. Implementation of standards based district core curriculum, Rigby, for a minimum of 30 minutes of daily ELD instruction. ELD formative assessments will be used to monitor student's progress and target instruction of ELD. Teachers will use collaborative planning meetings to assess student data and set goals for students.
2. The use of the Focused Approach to Front Loading strategy integrated into Language Arts, small group instruction time, fluency with structured language practice, brick and mortar (key words) will be used school wide to ensure inter and intra grade level coherence.
3. The use of mainstreaming for students with disabilities into core curriculum subjects; Social Science, Science, Art or other core content areas.
4. The use of monthly units of study from the school's gate curriculum binder for GATE identified students to push them beyond the use of the 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:

(Please state your data patterns and trends.)

31.7% of students school-wide scored at proficient or above in ELA on CST Exam.

15.8% of African-American students scored at proficient or above in ELA on CST Exam.

29.6% of Latino-American students scored at proficient or above in ELA on CST Exam.

7.7% of Special Ed. students scored at proficient or above in ELA on CST Exam.

41.7% of EL students scored at proficient or above in ELA on CST Exam

54.0% of Asian students scored at proficient or above in ELA on CST Exam.

33.9% of EDY students scored at proficient or above in ELA on CST Exam.

33.3% of Filipino students scored at proficient or above in ELA on CST Exam.

49.7% of students school-wide scored at proficient or above in Math on CST Exam.

24.6% of African-American students scored at proficient or above in Math on CST Exam..

42.3% Latino-American students scored at proficient or above in Math on CST Exam.

19.2 % of Special Ed. students scored at proficient or above in Math on CST Exam

92.0% of Asian students scored at proficient or above in ELA on CST Exam.

50.8% of EDY students scored at proficient or above in ELA on CST Exam.

41.7% of Filipino students scored at proficient or above in ELA on CST Exam.

70.8% of EL students scored at proficient or above in Math on CST Exam.

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

Objective 1: Using ELA CST scores as a gauge, increase the number of students who are not currently scoring proficient by 5%.

Objective 2: Using Math CST scores as a gauge, increase the number of students who are not currently scoring proficient by 5%.

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

1. Every teacher will use High Leverage Language Arts Content Standards to backward map curriculum; integrating comprehension strategies from, “Strategies That Work” at least four, vocabulary strategies from, “Getting into words and other standards based strategies to enhance the H.M. series . The Principal and IRF will support, monitor, model lessons, and coach to ensure school wide coherence.

2. School-wide and grade level analysis of state standards and benchmark data at least 4 times a year, calibrated to district pacing guides, to help plan units of instruction and create formative assessments and interventions (ROCI 8 week cycles of Inquiry).

3. Every teacher will use Direct Instruction, Focused Approach to Front Loading Strategies, differentiate instruction during Universal Access time, during flexible small group instruction teachers will implement guided reading and literature circles (based on benchmark assessments) and use school wide rubrics and curriculum maps, SCOE summative exams, RESULTS, teacher created formative assessments and District Math Unit Assessments.

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

Data Conclusions related to Goal 4:

(Please state your data patterns and trends.)

3 teacher or administrative suspensions

55 teacher discipline referrals

61% of AA Students attending 91-100%.

80% of Latino Students attending 91-100%.

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

Objective 1: Reduce the amount of suspensions and referrals from its current status by 50%.

Objective 2: Increase attendance of African American students from 66% to 71%. Increase attendance of Latino students from 80% to 85%.

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

1. The use of school-wide reward systems and curriculum Champs and Caring School Communities curriculum providing a safe, nurturing learning environment built on school-wide virtues.
2. Ongoing professional development for new and returning staff on CHAMPS, Caring School Communities and de-escalation strategies.
3. Coordinated Services Team will work with Safety Plan implementation by reviewing and enforcing of school wide discipline plan with the school community (teachers, students, parents). SART will meet regularly to address chronic attendance.

Goal 5: Parent and Community Involvement: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 5:

(Please state your data patterns and trends.)

PTA meeting participation, 10 to 20 parents and 1 to 2 teachers per meeting.

Math Night participation 10 parents.

Literacy Night participation 100 parents

80% parent turnout to Parent Teacher Conferences.

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

Objective 1: Increase participation of families that are not generally active participants in school activities by 10% as measured by parent teacher conference logs, PTA sign-in sheets, parent literacy, math, science nights, volunteerism etc.

Objective 2: Increase attendance at school events by 10% so that each family comes to at least one activity during the school year as measured by attendance logs and measured by the Parent Liaison, Elementary Advisor and Principal.

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

1. Combining events like PTA meetings, student performances and fundraisers so that parents can maximize time at school.
2. The Elementary Advisor and Parent Liaison will make personal contacts with parents inviting them to events.
3. Staff outreach to parents and community through phone calls, flyers and letters.

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: A.A, Latino, Special Ed.

Performance gains expected for these students: Increase A.A., Students with Disabilities Scores by 5% or more on CST in ELA/Math

Means of evaluating *progress* toward this goal: CST/Cat6, SCOE Exams, RESULTS. Other Formative Assessments, Math District Assessments

Group data needed to measure academic gains: All A.A., Students with Disabilities. K-5

Objective #1

Increase African American, Latino and Students with Disabilities student scoring from current levels to 34.0% proficient on ELA CST exam in order to meet NCLB and District AMOs in order to close the achievement gap.

Objective #2

Increase African American and Students with Disabilities student scoring from current levels to 34.6% proficient on Math CST exam in order to meet NCLB and District AMOs in order to close the achievement gap.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of standards-based instruction to content standards</p> <ul style="list-style-type: none"> • Teachers' will backward map curriculum and lesson plans, schedules and instructional practices reflect alignment with the core curriculum, address Content and Performance Standards, and meet state guidelines for instructional time. All 	<p>Principal</p> <p>IRF</p> <p>Classroom Teachers</p>	<p>August-June</p>		

<p>students receive and use adopted instructional materials and have access to all core programs and curriculum.</p> <ul style="list-style-type: none"> • Through the Results Oriented Cycle of Inquiry (ROCI) process, we focus on closing the achievement gap early with intense guided and shared group instruction, differentiated instruction and mental health support. Students are not isolated or segregated on the basis of race, ethnicity, religion, gender or socioeconomic status. • Grade level teams meet to create & review curriculum maps and ensure their alignment with Science, ELD, VAPA standards at each grade level and follow up with Principal/IRF for school-wide coherence. • Through the Results Oriented Cycle of Inquiry (ROCI), Teachers will create intervention plans for targeted AA and L students who are performing below proficiency in reading and math on the CST. Intervention plan goals and benchmarks will be fully aligned with our standard based program of instruction. • RESULTS, SCOE, Teacher created Formative Assessments, Harcourt Math and unit assessments are standards based and drive instruction by providing teachers with necessary information to create targeted groups in which teachers use direct instruction to address areas of need. 	<p>Partners In School Innovation</p>	<p>Aug.-June</p> <p>By end of Aug.</p> <p>Six to Eight week Cycles of Inquiry</p>	<p>District Funded</p>	
<p>1.2 Improvement of research-based instructional strategies and materials</p> <ul style="list-style-type: none"> • Teachers will use SCOE assessments, 	<p>* Principal</p>		<p>Substitute Release Time Salary \$7,000</p>	<p>SIP</p>

<p>RESULTS assessments, Teacher Created Formative Assessments, Harcourt Math and unit assessments to determine appropriate objectives and groupings for differentiated instruction in reading and math. Substitutes are provided to release teachers to test and score assessments.</p> <ul style="list-style-type: none"> • SCOE (L.A.) and Math Assessments must be input into the OARS system in a timely manner ensuring ROCI grade level meetings are data driven. • <i>All teachers will utilize the following Key Instructional Strategies:</i> • small group instruction, Universal Access (daily) • Use Guided Reading, Literature Circles, Comprehension Strategies, Vocabulary strategies and other Balanced Literacy approaches for small group and whole class instruction. • Direct Instruction • Provide numerous opportunities for review Differentiation and adaptation of Curriculum to Support different learning styles. • I Do, We Do, You Do (Guided practice and modeling) Lesson Plan format for instruction. 	<p>IRF</p> <p>Classroom Teachers</p> <p>See Principal's Expectations for more detailed use of Instructional Strategies (CSTP)</p>		<p>Benefits \$ 1,050</p> <p>\$5,000</p> <p>10,000</p> <p>Instructional Materials & Supplies</p>	<p>SIP</p> <p>LEP</p>
<p>1.3 Extended learning time/increased educational opportunity</p> <ul style="list-style-type: none"> ▪ El Dorado will provide an after school program 	<p>Principal</p> <p>IRF</p>			<p>EXCEL</p>

<p>for students who are underachieving on the STAR tests, below benchmark on RESULTS or recommended by teacher.</p> <ul style="list-style-type: none"> • CST meets weekly to link school, home, and community to secure services that support student’s academic success. • Field trips are linked to core curriculum and content standards. • A Literacy Specialist/Teacher on Special Assignment will work with targeted 4/5 and 1st grade students daily in small groups (ELA). 	<p>Classroom Teachers</p> <p>Teacher</p>	<p>Aug-June</p>	<p>Field Trips \$5000</p> <p>\$77,500</p>	<p>TIIG</p> <p>Unrestricted</p>
<p>1.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> ▪ Teachers will be given professional development on Direct Instruction, A Focused Approach to Front Loading, Guided Reading, Comprehension Strategies and differentiated instruction. (Before School Year & Weekend retreats) ▪ New Teachers will receive P.D. & Follow up support on all school-wide initiatives. ▪ All Teachers will participate in monthly professional development led by staff, District, and/or outside sources, with topics determined by data collection from CST, SCOE, RESULTS, observations, performance and Formative Data. ▪ The principal, teachers, and IRF will arrange PD sessions through faculty meetings, paid extended hours, electively on teachers’ own time. • Partners in School Innovation will be partners with the staff in assessing the PD needs of the site based on data collected on the above listed forms of assessment (ROCI). Topics will include vocabulary, fluency, comprehension strategies, 	<p>Principal</p> <p>IRF</p> <p>Classroom Teachers</p> <p>Consultant</p>	<p>Aug.-June</p>	<p>Travel/Conferences \$5,000</p> <p>Consultants \$5,000</p> <p>Extended Hourly Pay Salary \$15,000 Benefits \$2,250</p>	<p>LEP/Title I</p> <p>Title I</p>

<p>guided reading and direct instruction.</p>				
<p>1.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> • Elementary advisor will inform parents of targeted students about available school/community services to assist students in reaching grade level proficiency in reading and math. (During SSTs, Phone Contact and letters) • Keys to Success Events & subject content workshops on reading and interpreting testing data will be provided in multiple languages in written and oral form to assure parents access to this important information. • Outreach efforts for under represented families, will be facilitated by the teachers, principal, student advisor, LSP and parent liaison. Activities will include home visits, personal invitations to events, and workshops on helping students achieve (literacy/math/science night). • Teachers will provide parents of under-performing students strategies to use at home to support learning. • The Principal and Kindergarten teachers will hold a kindergarten orientation prior to the beginning of school to help parents and students prepare for the academic year to come. 	<p>Principal</p> <p>IRF</p> <p>Classroom Teachers</p> <p>Parent Liaison Principal</p> <p>Teachers</p> <p>Kindergarten teachers Principal</p>	<p>Oct.-Nov.</p> <p>August-June</p> <p>Aug.</p>	<p>Extended Hourly Pay</p>	<p>Salary \$1500</p> <p>Benefits \$225</p> <p>TIIG</p>
<p>1.6 Non-academic support services (auxiliary services) for students and parents</p> <ul style="list-style-type: none"> ▪ For all school events Parent Liaison makes a contact with parents of targeted students inviting them to participate. (Weekly bulletin of events, Newsletters, Phone Calls) ▪ School-Wide use of Virtue Program (reward sys.) 	<p>Principal</p> <p>IRF</p> <p>Parent Liaison</p> <p>Classroom</p>			

<p>(ROCI) process, we focus on improving instructional strategies for EL, Sped. ED, GATE students. Teachers will create intervention plans for targeted students to ensure access to a high quality program of instruction.</p> <ul style="list-style-type: none"> • EL and Special Ed. students will engage in daily guided experiences across the core curriculum to develop basic skills as readers. • Flexible groupings will maximize learning outcomes for special needs students. Students will engage in the following activities and/or use the following materials: <ul style="list-style-type: none"> *Read aloud, shared reading, interactive, guided and independent reading, reading and response (including research reports, book reports); *Daily writing (for fluency), Writer’s Workshop (for process and publication); *Conventions of writing, spelling, handwriting and grammar will be explicitly taught using core and supplemental materials; *Universal access time; word work; *Phonemic awareness, phonics and whole language activities; and *Literature circles. (Upper Grades) *Utilizing the District’s adopted K-5 Houghton Mifflin Reading Series, with student anthologies; EL, extra Support 				
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<p>and Challenge Handbooks; and Resource Kits. Additional Houghton Mifflin materials will be purchased including Houghton Mifflin software, alpha friends(k)/sound-spelling cards(Upper Grades), leveled books and fluency passage assessment kits; -Library resources to supplement Houghton Mifflin Themes; *Weekly visits to the school library and opportunities to visit the public library, with a focus on utilizing library resources to enhance students' understanding and appreciation for multicultural events/holidays.</p> <ul style="list-style-type: none"> • Staff will utilize technology as an instructional tool including but not limited to, computers, calculators, microscopes and audio-visual materials to expand vocabulary and enhance learning. • EL students will be provided a high quality ELD program taught by CLAD certificated classroom teachers. Teachers will use specific instruction in ELD and will use SDAIE strategies to help students when teaching the core curriculum in English. • Teachers of EL students will utilize the HM and Harcourt Math EL Handbook lessons/activities, which combine both language and content objectives by teaching language within the context 	<p>Teachers/IRF</p>			
	<p>Teachers</p>			

<p>of preteaching/reteaching each lesson.</p> <ul style="list-style-type: none"> ▪ All teachers will utilize the following Key Instructional Strategies: <ul style="list-style-type: none"> *Differentiation and adaptation of curriculum *Utilize Universal Access (daily) *Direct Instruction *Utilize guided practice and modeling *Provide numerous opportunities for review *Provide flexible settings *Support different learning styles *Create consistent formats to assist students in organizing ideas. • GATE and high potential students have the opportunity to work on independent projects and study an area in depth. There are a variety of enrichment projects that enhance the core curriculum. These students will also have the opportunity throughout the school day to participate in extension activities in all academic areas to facilitate higher level thinking. • Science supplies purchased for GATE students are used to give greater access to scientific inquiry and process. 				
<p>2.3 Extended learning time/increase educational opportunity</p> <ul style="list-style-type: none"> • SF Symphony’s Adventures in Music Program provides multicultural concerts at the school site, with related instructional program. • Teachers will facilitate field trips linked to core and extended curriculum for all students during 	<p>Principal IRF Classroom Teachers</p>			

<p>the school year. Students will use verbal, written, and visual communication, including technology, to demonstrate off-site learning.</p> <ul style="list-style-type: none"> • SST meets bi-monthly to assess students who have been referred as potentially at risk, make recommendations for program support, and reviews students' progress in their ability to access the core curriculum. • CST meets weekly to link school, home, and community to secure services that support students' academic success. • After School Program LSC will work with identified students & groups of students to promote social emotional support. • Based on assessments, all GATE students will receive appropriate access to the core curriculum and extensions beyond, in depth, complex, novel and accelerated assignments that differentiate instruction throughout the day. • UCSF Sons & Daughters to Work, Conservation Connection Watershed Study (3-5) UCSF science program 2rd,5th, Maritime Museum 4-5 Young Audiences k-5, Opera in the school, 5th grade overnight, Science Fair. 	<p>Principal LSC Nurse Elementary Advisor RSP Teacher Classroom Teacher ASP (LSC)</p>			
<p>2.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Title 1 funds will be used for continuous staff development on effective methods and instructional strategies that are research-based to: strengthen the core program; increase the quality of learning time; and address the needs of low-achieving children and those at risk of not meeting the state student achievement standards. 	<p>Teachers Principal IRF</p>		<p>Conferences \$2000</p>	<p>Title 1</p>

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 K-5

Performance gains expected for these students: School will meet its statewide API growth targets to 704 for all subgroups A.A to 569, Asian maintain 800, EDY to709

Means of evaluating progress toward this goal: CST scores, Results, SCOE Exams.

Group data needed to measure academic gains: All students K-5

Objective #1

- Using ELA CST scores as a gauge, increase the number of students who are not currently scoring proficient by 5%.

Objective #2

- Using Math CST scores as a gauge, increase the number of students who are not currently scoring proficient by 5%.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>3.1 Alignment of instruction with content standards</p> <ul style="list-style-type: none"> ▪ Grade level teams will be held responsible for creating 8-week cycle plans to backward map curriculum, citing best practices, to meet State standards. (ROCI) Focal Strategies/Focal Standards. ▪ The use of high leverage content standards to backward map core subject content areas at grade level planning time, creates cross grade level coherence. ▪ Use of Standards Based Report Cards ▪ School-wide professional development on 	<p>Principal</p> <p>IRF</p> <p>Classroom Teachers</p> <p>IRF</p> <p>IRF/Principal</p>	<p>August-June</p>		

<p>research based instruction strategies; comprehension strategies, vocabulary strategies, guided reading, small group instruction focus on grade level appropriate components of a balanced literacy program.</p> <ul style="list-style-type: none"> ▪ School-wide focus on writing (Cross grade level clusters) using student friendly rubrics, curriculum maps and state content standards to look at student work. ▪ School-wide focus on science and partnerships with UCSF and District program WISE create planning and PD opportunities for 2-5th grade teachers to align instruction with content standards. • School-wide focus on Music links social sciences/science/Language Arts to music (planning and collaboration create inter-thematic teaching possibilities). ▪ School-wide use of Sports for kids creates extra opportunities for teachers to plan and implement P.E. curriculum to meet required instructional minutes. 	<p>WISE (4th/5th) UCSF (2nd/3rd)</p> <p>MUST</p> <p>Sports 4 Kids</p>	<p>August-June</p>	<p>Consultants \$27,000</p> <p>Consultant \$22,000</p>	<p>SIP</p>
<p>3.2 Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> • Teachers will practice, school-wide and with grade-level coordination through (ROCI grade level meetings), the use of research-based strategies to enhance HM reading (graphic organizers, think aloud, sound spelling cards, word pattern board, theme focus board, universal access time, appropriate zones of instruction and environmental print used as a tool for student access, etc. These same practices will take place 	<p>Principal</p> <p>IRF</p> <p>Classroom Teachers</p>	<p>Aug-June</p>		

<p>using all district adopted curriculum (Harcourt Math and Science).</p> <ul style="list-style-type: none"> • Teachers will use research-based practices and materials to improve writing, including but not limited to: interactive writing & editing, daily journals, writing across the curriculum, writing process, writing rubrics, exemplar papers, writing conferences, Write Time for Kids, and PD. The Principal and staff will conduct at minimum, quarterly writing prompts. Utilize the writing process across the grade levels. Create an ongoing and consistent format for writing. • Teachers will use research-based methods and materials to enhance vocabulary and reading comprehension including: teacher read aloud, books on tape (listening centers), structured oral practice. • Use of CHAMPS (when appropriate)- Clear student learning expectations ▪ Field trips throughout the year provide students opportunities to link classroom instruction to real life learning experiences. 	<p>SCOE prompts</p>	<p>Aug-June</p>	<p>Field Trips \$3,000</p>	<p>Title 1 SWP</p>
<p>3.3 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • The principal and IRF will arrange PD sessions based on school wide data through faculty meetings, paid extended hours, release provided by substitute and electively on teachers' own time. • At the end of the current school year, the Principal, IRF, and leadership team will prepare 	<p>Principal IRF Classroom Teachers Principal</p>	<p>August-June</p>	<p>Extended Hourly For Teachers PD Salary \$7,000 Benefits \$1,050</p>	<p>SWP</p>

<p>3.4 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> • The Principal and staff will provide parents with ongoing workshops to learn ways to support their children’s academic growth. These may include: Family Reading, Family Math, Kinder Prep., Science Night • The IRF, Parent Liaison and other staff will help maintain the Parent Resource Center, providing families with materials (books, articles, games and manipulatives) to support student’s academic and social growth through home activities. Staff will consult with parents about appropriate materials and strategies. At least 15 or 5% of the families will utilize resources. • Teachers will provide P.D for families communicating strategies to use at home to support learning. • A school wide event, Read Across America, in honor of Dr. Seuss’s birthday allows students the opportunity to share their love of literature with their previous teacher and show progress in their reading ability. • Grade levels will select one Home side activity that will be their grade level activity for years to come as part of the Caring School Community program, builds on previous years momentum. • SSC • PTA • Lit Math Night • Parent survey • Parent/teacher conferences 	<p>Principal IRF Teachers Parent Liaison</p>	<p>August-June</p>		
<p>3.4 Monitoring program implementation and results</p>	<p>Principal</p>	<p>August-June</p>		

<ul style="list-style-type: none"> • Use of rubrics, curriculum maps, and strategies provided by district writing pilot will be used to monitor student writing. Samples will be analyzed at grade level meetings. • Monitor student results in language arts and math through the use of SCOE, RESULTS, teacher created formative assessments and district math assessments at ROCI and Grade level meetings. • OARS will be used to disaggregate data from SCOE/District Math tests to monitor student achievement and program coherence. • Principal walkthrough observation and formal Observations will be used to monitor program implementation and results. • Teachers reflect, select and implement focal strategies and standards from formative and summative data throughout year in 6-8 week cycles of Inquiry. 	<p style="text-align: center;">IRF</p>			
	<p>Teachers</p>			
	<p>Principal</p>			
	<p>Teachers</p>			

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

Objective 1: Reduce the amount of suspensions and referrals from its current status by 50%.

Objective 2: Increase attendance of African American students from 66% to 71%. Increase attendance of Latino students from 80% to 85%.

<p>Program, Helping Hands.</p> <ul style="list-style-type: none"> • Extended Noon-Time monitors to help with the Yard coverage which ensures a higher adult to student ratio during recesses. 		Aug-June	Yard Monitors Salary\$ 7000	
<p>4.2 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Emergency Response Coordinator and Principal will periodically provide emergency response training and information on required subjects through faculty meetings, professional development sessions, school newsletters and handbook. • Scheduled time during Staff Business meeting to talk about EMC and school-wide safety plans (at least 4 times a year) 	<p>Principal Emergency Response Coordinator Nurse Emergency Care Plan:Asthma, Diabetes, seizures etc.</p>			
<p>4.3 Engagement of staff, parents, community</p> <ul style="list-style-type: none"> • Appropriate resources are made available to assure translation and interpretation services for parents as needed.(Deaf/Hard of Hearing Translations) • Provide the family a District Student Handbook, a copy of class rules with expectations and consequences and a copy of the school rules. • Teachers should address the rules with families at “Back to School Night” • Staff will present to parents the school’s positive behavior model and provide parents information on the use of similar methods to support the schools efforts at home. • When a student misbehaves, causes injury to others or him/her self the parents should be notified by teachers or office staff, as per school-wide discipline plan created by the Climate 	<p>Parent Liaison</p> <p>Teachers</p> <p>Elementary Advisor</p> <p>Selected teachers</p> <p>Teachers</p>	Back to School Night or PTA Meeting	\$500 Other Services Translation	LEP

<p>Committee, and a solution or consequences communicated to all involved.</p>	<p>Principal Elem. Adviso</p>			
<p>4.4 Auxiliary services for students and parents</p> <ul style="list-style-type: none"> • School Safety Plan is shared with After School personnel via the After School Coordinator. Trainings are given to ASP members and practice drills are administered on a regular basis. • After School Coordinator meets with the CST to align safety plan practices to those of the regular day. 	<p>ASP Coordinator</p>			
<p>4.5 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • Positive Behavior Recognition Programs will be recorded, including: Student of the Month, Perfect Attendance, Caught Being Good, and Helping Hands. • Teachers will have master copy of discipline referrals in Classroom Binder and office will have copies as well. • Principal's Actions will be recorded, including: suspensions, student/parent contracts. Disciplinary Report Forms will be submitted to the principal, tracked and referred to as needed. 	<p>Principal CST</p>			

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

Objective #1

- Increase participation of families that are not generally active participants in school activities by 10% as measured by parent teacher conference logs, PTA sign-in sheets, parent literacy, math, science nights, volunteerism etc.

Objective #2

- Increase attendance at school events by 10% so that each family comes to at least one activity during the school year as measured by attendance logs and measured by the Parent Liaison, Elementary Advisor and Principal.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>5.1 Active parent involvement in decision making process</p> <ul style="list-style-type: none"> ▪ Parents of eligible students are offered “school of Choice” as a program improvement requirement. ▪ All parents/guardians will be invited to have input in school wide goals and decisions through surveys, evaluations, community meetings and participation in the SSC and ELAC. • GAC parent representative will be actively involved in the planning, implementing and monitoring of the GATE program. • An active SSC/ELAC/SAC (as appropriate) will be in place to ensure parent and community involvement in the decision making process. 	<p>Principal Parent Liaison Elementary Advisor Teachers</p>	<p>August-June</p>		
<p>5.2 Ongoing communication with parents</p> <ul style="list-style-type: none"> • The Principal and staff will communicate 	<p>Principal</p>		<p>Rental Lease Equipment</p>	<p>Title 1 SWP</p>

<p>frequently with parents through monthly newsletters and weekly bulletins from the principal and parent liaison, committee notices, progress reports, handbooks, test results, flyers, surveys, notes, homework, letters and phone calls. Translation will be provided as much as possible. Staff will send information in a timely manner.</p>	<p>Parent Liaison Teachers</p>		<p>\$8,000 Postage \$500</p>	<p>WSF</p>
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <ul style="list-style-type: none"> • The principal and staff will engage with parents of SST-referred students at weekly SST meetings, and with Special Ed. parents at annual IEP meetings to decide how to best meet their children’s needs. • The Principal and GATE coordinator will meet with GATE parents two times a year (fall,winter) to discuss how to best meet students’ needs. Information related to the GATE program will be shared in the school newsletter. • Attachment G of the IEP is used to inform parents of students with disabilities of their child’s progress. This is done at as often as their non-disabled peers. 	<p>Principal Gate Coordinator CST RSP Speech Teachers</p>	<p>Fall/Spring</p>		
<p>5.4 Providing education opportunities for parents</p> <ul style="list-style-type: none"> ▪ The Principal and kindergarten teachers and the SSC will host an orientation for incoming kindergarten parents, prior to the beginning of school in August ▪ The IRF and Kindergarten teachers will provide kindergarten “starter kits” to each parent in September to help students in their preparation for homework, attendance, uniform and exposure 	<p>Principal Kindergarten Teachers Parent Liaison</p>	<p>August</p>		<p>See Goal 3</p>

<p>to the core curriculum.</p> <ul style="list-style-type: none"> • The Principal will conduct a CST/CAT6 session in the fall/spring to educate parents about how to interpret and use test data to help their child with reading and math skills. • The school will sponsor multiple events to provide learning opportunities for parents (Health Fair, Math/Science/Literacy Nights, Keys to Success Meetings). • Multiple opportunities will be provided for parents to participate in educational workshops provided by the staff. • The Principal will have monthly parent chat meeting to provide families access to school opportunities and important information pertaining to their students 	<p>Principal</p> <p>CST Teachers</p> <p>Parent Liaison</p> <p>Principal</p>	<p>Aug-June</p>		
<p>5.5 Involvement of community partners</p> <ul style="list-style-type: none"> • Teachers will arrange chaperones to accompany each field trip for students. • Staff will work with CBO to provide opportunities for students to engage with members of the community (Real Options for City Kids, (UCSF-science, 5th grade take your sons & daughters to work program), Conservation Connection. 	<p>Teachers</p> <p>ROCK</p>			
<p>5.6 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • The SSC/teachers will evaluate and modify planned activities monthly. • The SSC, Parent Liaison and IRF will gather feedback about parent involvement from parents, staff and students through meetings, surveys and evaluations. • The Principal and teachers will monitor parent/teacher conferences participation through 	<p>SSC</p> <p>Parent Liaison</p> <p>Principal</p> <p>Teachers</p>	<p>Aug-June</p>		

logs.				
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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:

Names of Members	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Tai-Sun Schoeman		X					03/07
Kim Oliver			X				03/07
Mindy Yip			X				03/07
Christina Jung			X				03/07
Alice Mark					X		03/07
Cindy Choy					X		03/07
Rebecca Cabornay					X		03/07
Nora Oliver					X		03/07
Isabell Shek				X			03/07
Numbers of members of each category		1	3	1	4		

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

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

- *Add one or more "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.*

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*) SSC
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: Feb 1, 2007
 - B. One meeting to present plan upon its completion.
DATE: March 9, 2007
7. This school plan was adopted by the school site council on: March 13, 2007.

Attested:

Tai-Sun Schoeman _____

Typed name of school principal Signature of school principal Date

Cindy Choy _____

Typed name of SSC chairperson Signature of SSC chairperson Date