

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Everett Middle School

38-68478-60620385
CDS Code

March 12, 2007

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

***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: All core subject classes use adopted textbooks and supplementary materials that are aligned with State core content standards. Teachers meet daily during common planning time meetings as a grade level and meet monthly as a department to provide consistent and standards based instruction

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 students have equal access to adopted texts, supplementary and resource materials. We use Prentice Hall for Language Arts core classes, High Point for ELD, Harcourt for 6th grade Math, and McDougall-Littell for 7th grade, 8th grade ELD math, and Algebra.

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. 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, central staff facilitates ongoing professional development at school sites as part of federal and state awards programs in coordination with external partners.*

SITE: Professional development activities are planned in conjunction with the Middle School Teacher Leader Initiative and our site Leadership team. We are in the beginning stages of SAIT and will be focusing our staff development needs around ways to document the systematic use of standards-based assessments to monitor student progress, ways to make instructional decisions, and improve student achievement in English/Language Arts and Math.

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 under-performing schools. It provides additional school personnel, support, and resources. Summer School programs are designed to provide interventions to under-performing students.*

SITE: As a Dream School, Everett is staffed with a Student Advisor, Parent Liaison, Site Support Teacher, Nurse, Social Worker and Instructional Reform Facilitator. With these additional staff, we are targeting counseling office support, increased parental involvement; instructional support especially in regard to daily common planning, common assessments, use of standards-based textbooks/materials, ELD/SDAIE strategies, and differentiated instruction.

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

SITE: The following interventions are provided:

1. **Technology Para-professional is available throughout the day to provide curricular and technology support to both teachers and students.**
2. **Three bilingual instructional aides are provided to assist teachers in our Newcomer Bilingual program and English Learner program, and primary language support in Math and Science classes.**
3. **Special Education Paraprofessionals work in our SDC and RSP Programs.**

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: Multiple measures are used to make initial student placements into English/Language Arts and Math support classes. Data used include English/Language Arts and Math CST data, CELDT data, SFUSD common assessments, MDTP assessments (math), and grades. Regular 6-week district benchmark data is used to guide instruction and make any necessary placement changes.

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: Everett's core curriculum program of instruction is enhanced by our after school learning program which offers homework assistance, tutoring in core subject areas and resource assistance to students and their families. We have a new Beacon Program sponsored by Mission Neighborhood Centers which provides our students with many resources: arts enrichment programs; after school learning activities including tutoring and mentoring. All academic tutoring is done in conjunction with an Everett Middle School Teacher who works in the Beacon program. The STAR program provides our school with additional personnel and support materials, including "homework packets" in reading and math, and test preparation materials

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

SITE: The following are barriers to improvements in student achievement as indicated in our school site data analysis of current conditions: attendance of African American and Latino students is below average and impacts student learning; the high percentage of new teachers has posed a challenge in the extra amount of support and professional development needed for new teachers and their classrooms; the district does not currently have a curriculum to support students in need of "intensive" and "strategic" interventions in English/Language Arts and mathematics.

9. Limitations of the current program to enable under-performing students to meet standards: The following are barriers to improvements in student achievement as indicated in our school site data analysis of current conditions: the lack of "bridge" between High Point (intervention) curriculum and Prentice Hall (grade-level curriculum) creates a need for additional support for which the school lacks resources.

Insert SARC Highlights

ACADEMIC PLAN EXECUTIVE SUMMARY

Goal 1: Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Data Conclusions related to Goal 1:

1. A strategic and targeted English Language Arts support class is needed to support English Only and CELDT Level 3 students not reading at grade level. There are 119 EO students and 107 CELDT Level 3 who have a CST ELA score of Basic or below.
2. Math intervention program is needed due to an overwhelmingly large percentage of students scoring at Basic or below on the Math CST. There are 347 students scoring at basic or below on the CST math.
3. 24.0% of the students scored proficient or higher on the 2006 E/LA CST.
4. 17.2% of the students scored proficient or higher on the 2006 Math CST.
5. The students in the following subgroups met their API target in 2006: African-American (19 point gain), Special Education (27 point gain), English Learners (10 point gain), and Socio-Disadvantaged (12 point gain).
6. The Latino subgroup did not meet its API target, there was an 11 point decrease.
7. 30% of the students scored at Benchmark or higher on the 3rd District E/LA Benchmark.
8. 31% of the students scored at Benchmark or higher on the 3rd Math Benchmark.

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

Objective 1: The school will meet its API targets for all subgroups, including Latinos.

Objective 2: All subgroups performing below proficient on the ELA and Math CST will decrease by 10 percent of that percentage from the previous school year.

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

1. Students not meeting proficiency in language arts will be given a 50 minute support class.
2. Students not meeting proficiency in math will be given an additional 50 minutes of math instruction.
3. All English Language Learners will be appropriately placed in a High Point class (Basics- Level C), which will be targeted for their ELD needs.

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:

1. There are 252 students at Far Below Basic/Below Basic in Math. There are 227 students at Far Below Basic/Below Basic in ELA.
2. There are 95 students at Basic in Math. There are 115 students at Basic in ELA.
3. 62% of students are taking a Math support class.
4. 82% of students are taking a Language Arts support class.

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

Objective 1: 15% of students will move from Far Below Basic/Below Basic to Basic and from Basic to

Objective 2: There will be a 15% decrease in the number students needing to take a Math and Language Arts Support Class. Simultaneously we will see a 15% increase of the number of students being able to take an elective class.

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

1. Teachers will meet daily during department common planning time to examine data, modify curriculum, and analyze student work.
2. Teachers will give 6-week district benchmark assessments to all students, review data from those assessments, and modify curriculum.
3. Teachers will create and give common assessments every three weeks aligned to standards taught during that time period.
4. Every student will develop a portfolio of their skills, level of proficiencies, strengths, and areas to improve on.
5. Students meeting specific criteria in language arts and/or math will exit intensive and strategic classes and be placed in an elective.

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:

1. 109 Everett students are EL students scoring CELDT Levels 1; 29 at Level 2; 61 at Level 3.
2. 69 of Everett's non-EL students scored Far Below Basic or Below Basic on the California Standards Test in English/Language Arts.
3. 90 of Everett's non-EL students scored Far Below Basic or Below Basic on the California Standards Test in mathematics.

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

Objective 1: Teachers will document the systematic use of curriculum-embedded district and school assessments to monitor student progress, make instructional decisions, and increase by 15% the number of students who are proficient in the areas of English/Language Arts and Math.

Objective 2: By the end of the first six-week grading period, all teachers will incorporate the first of three school-wide, research-based strategies: note taking, summarizing, and checking for understanding.

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

1. Lead Teachers will facilitate Common Planning Time meetings to develop and analyze the results from common assessments and collaborate about instructional strategies that support students' learning.
2. The Leadership team will focus PD around school-wide strategies of note taking, summarizing, and checking for understanding. Teachers of English Learners will be trained with QTEL strategies, including SDAIE and ELD modifications.
3. All teachers will be trained and collaborate on ways to increase student engagement.

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:

1. 10.78% of the first semester grades issued were F's.
2. Our Attendance Rate was 93.04% for the 2005-2006 School Year
3. Our Suspension Rate for the 2005-2006 School Year was 15%. In Fall 2006 semester there were 22 student suspensions, which is a suspension rate of 4%.
4. We conducted 74 SST's in the 2005-2006 School Year.

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

Objective 1: The suspension rate of all students will continue to decrease by 5% from the 2007-2008 school year.

Objective 2: The number of high-risk students (as identified based on staff and parent referrals) receiving Student Support Services will increase by 10%.

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

1. Our Counseling CARE Team will meet weekly to organize our student support services around any high-risk student needing academic, emotional, or social support. Data used to inform the team will be based on staff referral, ISS, attendance, and other available information on the student.
2. SART Team will meet regularly, review student attendance data, send out truancy letters, and hold parent meetings of habitual truants.
3. School will continue to incorporate the Noah Salzman discipline program in order to address student behavior in a fair and consistent manner, with regular communication with parents.
4. An In-House Suspension room will be in place as an alternative to non-mandatory suspensions as identified in the Student Handbook
5. A school-wide positive rewards system will be implemented under the direction of the Assistant Principal for Pupil Personnel Services.

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:

1. Based on Community Night feedback and feedback from other meetings, Spanish speaking parents feel that while things have greatly improved, it is still difficult for some Spanish parents to communicate with the school.
2. Spanish speaking parents feel that while things have greatly improved, it is still difficult for some Spanish parents to communicate with the school.
3. There is a lack of participation and attendance of African-American and non-ELAC parents at school organized meetings, conferences, and special events.

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

Objective 1: The number of parents actively involved at school will increase by 15% as measured by attendance at Back-to-School Nights, Parent Conferences, Parent Breakfasts, Parent Workshops, and parent volunteers.

Objective 2: Parents will receive monthly communication from the school via postal service and auto-dialer, be aware of all school events and activities, and as a result will have a better understanding and connection to the school site. A school web-site will be developed for additional communication for the community.

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

1. A full-time Parent Liaison will increase communication between school and parents by assisting in the creation of a school website, creating a List-Serv of parent email addresses, and coordinating parent workshops on topics of interest to parents.
2. A Parent Room will be maintained and open to all parents during the school day.
3. Monthly newsletters in the appropriate language, including a monthly calendar, will be mailed home to all parents and posted on the school web-site.
4. Our ELAC committee will continue to meet monthly as an advisory group.
5. An African-American advisory committee will be initiated under the direction of the parent liaison. This committee will meet monthly.

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: All students, including ELL, Sp Ed, and those performing below proficient on the ELA and Math CST.

Performance gains expected for these students: The percentage of all students, including any subgroup, performing below proficient on the English-Language Arts and on the Math CST will decrease by at least 10 percent of that percentage from the 2006-2007 school year.

Means of evaluating *progress* toward this goal: 6-Week Benchmark Assessments

Group data needed to measure academic gains: CST, CELDT, API

Objective #1

- The school will meet its API targets for all subgroups, including Latinos.

Objective #2

- All subgroups performing below proficient on the ELA and Math CST will decrease by 10 percent of that percentage from the previous school year.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of standards-based instruction to content standards</p> <p>a. On a daily basis, all Language Arts teachers will use with fidelity Prentice Hall program.</p> <p>b. On a daily basis, all Math teachers will use with fidelity the Harcourt 6th grade, McDougall-Littell 7th grade, and McDougall-Littell, 8th grade ELD Algebra 8th grade programs.</p> <p>c. Leadership Team will document and monitor (through informal walkthroughs) the implementation of State Board adopted curriculum programs.</p> <p>d. All teachers will develop, follow, and adjust annual pacing charts based on appropriate subject and grade level standards, and administer district six-week benchmarks.</p>	<p>AP of Curriculum, ELA Teachers, IRF</p> <p>AP of Curriculum Math Teachers, IRF</p> <p>Principal, AP of Curriculum, IRF, Lead Teachers</p> <p>Teachers</p>	<p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Daily, Every 6-weeks</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>1.2 Improvement of research-based instructional strategies and materials</p> <p>a. All Teachers will meet weekly as a Department to identify and align curricular materials and review student achievement. Data will be used to inform and adjust instructional strategies and</p>	<p>IRF, Lead Teachers, Teachers</p>	<p>Weekly</p>	<p>N/A</p>	<p>N/A</p>

<p>spacing.</p>				
<p>1.3 Extended learning time/increased educational opportunity</p> <p>a. All students scoring below proficient in Mathematics will have an additional 50 minutes of math instruction, given by their math core teacher.</p> <p>b. All students scoring below proficient in Language Arts will take a 50 minute intensive or strategic support class. This class will be separate from their Language Arts core class.</p> <p>c. All students scoring below proficient in English-Language Arts and Mathematics on the CST and/or not achieving grade-level standards as evidenced by a review of their work, school/department common assessments and 6-week district assessments will be offered extended learning time in our after school Beacon program. Programs offered by CBB staff and Everett staff will include reading, math and ELD-Newcomer tutorials, as well as mentoring and support groups. After-school tutorials will have Everett teachers as the lead tutor.</p> <p>d. All Newcomer Spanish speaking students will be enrolled, for a maximum of one-year, in a Newcomer Program, which will include Math, Science, and Social Studies content presented in Spanish with one English Language Development class based on High Point for 100 minutes.</p>	<p>AP of Curriculum, IRF, Math Teachers</p> <p>AP of Curriculum, IRF, ELA Teachers</p> <p>Principal, Teachers, EXCEL Coordinator, After-school Lead Teacher CBB Staff</p> <p>Principal, AP of Curriculum, IRF, Newcomer Teachers</p>	<p>Daily</p> <p>Daily</p> <p>August, Ongoing</p> <p>August, Ongoing</p>	<p>\$155,404</p> <p>\$155,404</p> <p>Teacher Extended Hour pay</p> <p>N/A</p>	<p>Dream School Money</p> <p>Dream School Money</p> <p>21st Century and After-school Learning monies</p> <p>N/A</p>

<p>e. All CELDT Level 1-4 students will be offered an English Language Development class based on High Point Level for 100 minutes.</p> <p>f. All Spanish Newcomer students will receive 50 minutes of Spanish Language Arts instruction in order to improve their primary language.</p>	<p>Principal, AP, IRF, ELD Teachers</p> <p>Newcomer Teachers</p>	<p>August, Ongoing</p> <p>Daily</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>
<p>1.4 Involvement of staff, parents and community</p> <p>a. At the start of the school year, all parents will be invited to attend an informational meeting about STAR test data, intervention programs, and support services. At this meeting, parents will receive a copy of their child’s STAR test results. (Translators will be available).</p> <p>b. One Assistant Principal’s duties will be focused and dedicated to curriculum and instruction.</p> <p>c. The principal will provide parents and community members with monthly updates on student achievement via regular School Site Council, ELAC, Principals Chats and school newsletters.</p>	<p>Principal, AP, IRF, Parent Liaison</p> <p>AP of Curriculum</p> <p>Principal, Parent Liaison</p>	<p>September</p> <p>Daily</p> <p>Monthly</p>	<p>N/A</p> <p>113,425</p> <p>N/A</p>	<p>N/A</p> <p>WSF</p> <p>N/A</p>

<p>1.5 Non-academic support services (auxiliary services) for students and parents</p> <p>a. All students will receive a student planner to organize their homework.</p>	<p>Principal, Parent Liaison</p>	<p>August</p>	<p>2,000</p>	<p>Dream School</p>
<p>1.6 Monitoring program implementation and results</p> <p>a. The Principal, Assistant Principal and IRF will observe and provide instructional feedback to all teachers using on a weekly basis.</p> <p>b. CELDT, LALAR, and other assessment results will be used to inform appropriate instruction, which includes SDAIE strategies and native language instruction when possible.</p>	<p>Principal, AP of Curriculum, IRF</p> <p>Principal, AP, IRF</p>	<p>Weekly</p> <p>Ongoing</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>

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

Student groups participating in this goal: All students, with emphasis on EL, Sp. Ed, African American and Latino

Performance gains expected for these students: 15% of students will move from Below Basic to Basic and from Basic to Proficient on ELA and Mathematics California Standards Tests.

Means of evaluating progress toward this goal: 6-Week District Benchmark Assessments and 6-Week Report Card Grades

Group data needed to measure academic gains: California Standards Tests

Objective #1

- 15% of students will move from Far Below Basic/Below Basic to Basic and from Basic to Proficient/Advanced on the Reading and Mathematics California Standards Tests.

Objective #2

- There will be a 10% decrease in the number students needing to take a Math and Language Arts Support Class. Simultaneously we will see a 10% increase of the number of students being able to take an elective class.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
2.1 Alignment of instruction with content standards	Principal, IRF, Teachers	Ongoing	N/A	N/A
a. All EL's will receive ELD at their appropriate English Language Proficiency level. High Point Basics to Level C.				
b. Teachers will meet weekly as a department with student data and work to assess student work, share instructional strategies, and evaluate and modify instruction as necessary to ensure access to State Standards and the Core Curriculum.	IRF, Lead Teachers, Teachers	Weekly	N/A	N/A
c. ELL and Sp. Ed. staff will plan jointly with Core Content teachers to make necessary modifications in curriculum and address student needs. The plan should provide for appropriate placement in general education classes to allow support from Special Education and ELL staff.	IRF, ELL Lead, Sp Ed Lead, Teachers	Weekly	N/A	N/A
d. All Gate students will be provided appropriate	Gate	Ongoing	N/A	N/A

<p>supplemental lessons to support and enhance their learning needs with differentiated instruction/curriculum throughout the school year by the Gate coordinator.</p> <p>e. Common Planning Time will take place to develop standards-based lessons and assessments, increase vertical alignment, examine data, modify curriculum, analyze student work, and develop methods of increasing heterogeneous student grouping. Based on data, decisions made at CPT meetings will inform student movement and placement, adjustments to curriculum and pacing, and lead to the development of performance-based assessments and portfolio requirements.</p> <p>f. IEPs will be written and aligned to state core content standards and reflect students' present levels of performance and areas for growth with the goal of mainstreaming the student in subject areas of strength.</p>	<p>Coordinator, Teachers</p> <p>AP of Curriculum, Lead Teachers, IRF, Teachers</p> <p>AP, Sp Ed Lead, Sp Ed Teachers</p>	<p>Weekly</p> <p>Ongoing</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>
<p>2.2 Improvement of instructional strategies and materials</p> <p>a. Teachers will address students' diverse learning styles and provide enrichment through the use of QTEL and SDAIE strategies.</p> <p>b. Special Education materials will be purchased to support the learning needs of these students.</p>	<p>AP of Curriculum, Teachers, IRF</p> <p>Sp Ed Lead, Sp Ed Teachers</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>N/A</p> <p>Varies</p>	<p>N/A</p> <p>WSF-Sp Ed Money</p>

<p>c. EL and GATE materials will be purchased to support the learning needs of these students.</p>	<p>ELL Teachers, Gate Cdtr.</p>	<p>Ongoing</p>	<p>Varies</p>	<p>WSF, LEP</p>
<p>d. The Tech Team working with the computer lab Para will provide technological support to staff and students and provide upkeep for all audiovisual and computer technology equipment.</p>	<p>Tech Para</p>	<p>Daily</p>	<p>\$44,136</p>	<p>Dream School</p>
<p>e. A Librarian and library clerk will organize and order teacher materials, student textbooks, and supplementary texts in order to ensure that all students have access to the core textbooks and ancillary materials. The librarian will support teachers with classroom libraries. The library will be open to students before school, during the day, and after-school.</p>	<p>.4 FTE Librarian, Library 1424 Clerk</p>	<p>Daily</p>	<p>\$78,020</p>	<p>Prop H, WSF</p>
<p>f. Teachers will use a placement/diagnostic test in English-Language Arts and Math to assess students' skills when they enter Everett.</p>	<p>AP of Curriculum, IRF, Lead Teachers, Teachers</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>
<p>g. Students will develop a portfolio in the 6th grade that they will keep with them through the end of the 8th grade to show growth across all subject areas and provide teachers with data to inform instruction.</p>	<p>AP of Curriculum, IRF, Lead Teachers, Teachers</p>	<p>Ongoing</p>	<p>\$1,000</p>	<p>Dream School</p>
<p>h. Computer software programs, such as ALEKS and Achieve 3000 will be purchased to supplement writing, mathematics, and English language learning around grade-level content standards. Data from the programs will be used</p>	<p>Principal, IRF, Tech Para, Teachers, Lead Teachers, AP of Curriculum</p>	<p>Ongoing</p>	<p>TBD</p>	<p>Dream School and APD Funding</p>

<p>to identify students' learning needs and inform instruction in core content and support classes to support the students' needs.</p>				
<p>2.3 Extended learning time/increase educational opportunity</p> <p>a. Students who are not meeting their respective grade level Core Curriculum Standards will be referred to extended learning time after school to improve their reading, writing and math achievement. Programs will be offered by Community Bridges Beacon and Everett staff and will include literacy development, homework help, mentoring, and emotional support groups</p> <p>b. The CARE Team will meet weekly to assess students who have been referred as in need of additional support, identify appropriate services, link students with site/community resources, and develop and coordinate school-wide programs reflective of students' needs.</p> <p>c. Spanish Bilingual Paraprofessionals will be hired to work in the core content areas of Math, Science, Social Studies, and ELD/Newcomer. These paraprofessionals will assist with providing primary language support for English Language Learners.</p>	<p>After-School Coordinator, Teachers, Counselors, CBB Staff</p> <p>AP-PPS, Counselors, LSC, ORC, Nurse, Parent Liaison</p> <p>A04-S Paraprofessionals</p>	<p>Daily</p> <p>Weekly</p> <p>Daily</p>	<p>Teacher Extended Hour Wages</p> <p>Learning Support Consultant, ORC</p> <p>\$77,240</p>	<p>After-School Learning Grants</p> <p>Dream School SB65 Grant</p> <p>LEP, Title I</p>

<p>d. The GATE Coordinator will establish an enrichment program for GATE students including field trips, special projects, etc. Based on assessments, all GATE students will received appropriate access to the core curriculum and extensions beyond, in depth, complex and accelerated assignments that differentiate assignments throughout the day.</p>	<p>GATE Coordinator, Teachers of GATE students</p>	<p>Weekly-Afterschool Enrichment</p>	<p>Teacher Extended Hour Wages</p>	<p>After-School Learning Grant</p>
<p>e. 826 Valencia will be contracted to develop a “Writers Lab” available to all core content area teachers, and will produce 3 issues of a school newspaper</p>	<p>IRF, 826 Staff, Teachers</p>	<p>Daily</p>	<p>\$2,500</p>	<p>Dream School</p>
<p>f. Students in math and ELA support classes who demonstrate consistent proficiency in content area standards will be moved into elective classes based on school/department common assessments, district common assessments, grades, parent notification, and teacher recommendation. Movement out of support classes will occur at 12 weeks into fall semester, at the semester break, and 6 weeks into spring semester.</p>	<p>AP of Curriculum, Lead Teachers, Teachers, IRF, Counselors</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>
<p>g. Students not needing a Math and/or ELA support class will be given access to a well-rounded elective program, which will include Band, Choir, Computers, Art, and Peer Resources.</p>	<p>Principal, Art Teacher, Music Teacher, Technology Teacher,</p>	<p>Daily</p>	<p>\$194,255</p>	<p>Dream School And Prop H</p>
<p>h. Elective teachers will use the Visual & Performing Arts standards alongside the English/Language Arts Speaking & Listening</p>	<p>Teachers, IRF</p>	<p>Weekly</p>	<p>N/A</p>	<p>N/A</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

Performance gains expected for these students: All students will demonstrate growth of at least 5% towards achieve mastery on teacher and district created 6-week benchmark assessments.

Means of evaluating progress toward this goal: 6-Week Benchmark Assessments, Student Portfolios

Group data needed to measure academic gains: 6-Week Benchmark Assessments, Student Portfolios

Objective #1

- Teachers will document the systematic use of curriculum-embedded district and school assessments to monitor student progress, make instructional decisions, and increase by 15% the number of students who are proficient in the areas of English/Language Arts and Math.

Objective #2

- By the end of the first six-week grading period, all teachers will incorporate the first of three school-wide, research-based strategies: note taking, summarizing, and checking for understanding.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
3.1 Alignment of instruction with content standards				
a. The Instructional Reform Facilitator (IRF), AP of Curriculum, Departmental Lead Teachers and the	Principal, AP of Curriculum, IRF,	Weekly	N/A	N/A

Principal will coordinate Common Planning Time and Professional Development for the staff.	Lead Teachers			
b. Lead Teachers in Language Arts, Social Studies, Math, Science, Special Education, ELD/Newcomer, VAPA, PE, and Counseling will be selected through an application and interview process to lead their specific departments by developing department goals, facilitating weekly department, developing and analyzing school/department and district common assessments, coordinating professional development, analyzing student work, and other essential duties which will improve teaching. Duties and responsibilities also include attending bi-monthly Leadership Team meetings and coordinating communication for their respective departments. Content area Lead Teachers will attend the Middle School Teacher Leader Initiative meetings and activities where MSTLI provides support. [If the Leadership Team does not have representatives from each grade level, a grade level leader will be chosen for the grade level not otherwise represented on the Leadership Team.]	Principal, AP of Curriculum, IRF, Lead Teachers	Weekly	\$12,000 (\$2,000 stipend; \$1,000 contribution from MSTLI for ELA, math, science, social studies, PE, Special Education, and ELD) \$1,000 stipend for Grade-Level Lead, if necessary	SAIT funds and District MSTLI program
3.2 Improvement of instructional strategies and materials				
a. The Instructional Reform Facilitator (IRF) and Lead Teachers will provide direct assistance to teachers in the classroom and model instruction that supports teacher delivery of standards-based instruction around the instructional strategies of checking for understanding, note-taking, summarizing, ELD/SDAIE, and other strategies based on teacher need.	IRF, Lead Teachers	Weekly	N/A	N/A
b. Librarian will receive training on reading strategies and provide teachers with up-to-date research on reading and books at appropriate reading levels for ELD and non-ELD	Librarian	Ongoing	Varies	SSC

students. Librarian will provide an introduction to the library for all students.				
c. Lead Teachers will work with their departments to develop common assessments, track assessment data, and use assessment data to guide instruction.	Principal, AP of Curriculum, IRF, Lead Teachers	Ongoing	N/A	N/A
d. Teachers will receive training in and collaborate on assessing student work for school-wide assessments, portfolios and projects.	Administrators, IRF, Teachers	Each Semester	Unknown	Unknown
e. Teachers will use the computer lab at least once every 6-weeks to assist students in the development of the knowledge and skills necessary for research. Technology-based products will be included in students' portfolios.	Teachers, Librarian, Tech Support	Ongoing	N/A	N/A
f. Teachers and counselors will receive training on the use of the District's Cruncher and OARS (English/language arts and math only) programs in order to track student progress, provide guidance and target instruction.	District personnel, IRF, Administrators	Ongoing	N/A	N/A
g. Teachers will collaborate around best practices on the use of academic vocabulary word walls, reading strategies for fiction and non-fiction (as appropriate), sentence starters, and common writing rubrics to be used across the core content areas.	Administrators, IRF, Lead Teachers, Teachers	Ongoing	N/A	N/A
h. Teachers, administrators and counselors will receive training on portfolio development and authentic, standards-based assessment to individualize instruction for all students.	Administrators, IRF, Teachers, Counselors	August 2007	N/A	N/A
i. Mathematics and English/Language Arts teachers will receive training and collaborate to develop and support a program that will provide students with the instructional strategies and intervention necessary for all students to meet grade-level standards (includes algebra for 8 th graders).	Lead Teachers, Teachers IRF, District Content Specialists, AP of Curriculum	August 2007	N/A	N/A

3.3 Staff development and professional collaboration				
a. All new (or recommended) teachers will be trained on how to use the BBC and explicit direct instruction in order to write standards-based daily lessons.	Principal, IRF	Ongoing	N/A	N/A
b. All ELD, Language Arts, and Math Teachers will attend the appropriate AB 472 training for their curriculum.	ELD, Language Arts, Math Teachers	Summer 2007	District/State Provided	District
c. Assistant Principal and IRF will provide training for paraprofessionals in ways to support students' academic performance.	AP, IRF, Paras	Varies	N/A	N/A
d. ELD, Newcomer, teachers, and staff working with English Language Learners will attend CAFE conference	Administrator, Counselor, ELD/ Newcomer teachers	Spring 2007	Conference fees and expenses	LEP
e. Requests for funding to attend national and statewide conferences will be made through the School Site Council.	Principal, SSC	Ongoing	Varies	WSF—Via SSC approval
f. Teachers receiving professional development at conferences will report back to staff during Common Planning Time, department, faculty, or Leadership Team meetings as appropriate.	Teachers receiving professional development	Ongoing	N/A	N/A
g. ELD, math and English/language arts teachers will receive professional development on intervention programs, as appropriate.	ELD, math, ELA teachers, IRF	Summer 2006	Unknown	Unknown
3.4 Involvement of staff, parents, and community				
a. Parent Liaison, Learning Support Consultant (LSC), Student Advisor, and support staff will contact via phone or in-person home visits the caregivers of habitually absent or challenging students.	Parent Liaison, LSC, Student Advisor	Ongoing	Local travel expenses (mileage)	WSF—Dream School Funds
b. Parent Liaison, LSC, Student Advisor, and support staff	Parent Liaison,	As needed	N/A	N/A

will contact absent students during statewide testing to ensure their participation in testing.	LSC, Student Advisor	during testing		
3.5 Monitoring program implementation and results				
a. Administrators and IRF will use a common observation protocol to assess teaching behaviors associated with the implementation of standards-based curricula and literacy across the curriculum strategies.	Administrators, IRF	Ongoing	N/A	N/A
b. School/department and district common assessments will be given every three and six weeks in core content areas (including ELD). AP of Curriculum, Lead Teachers, and IRF will facilitate discussion for all teachers to review the data from these assessments to target the re-teaching of key standards.	AP of Curriculum, Teachers, Lead Teachers, IRF	Weekly	N/A	N/A
c. As part of Demonstration Lesson Plan cycle, administrators, IRF, and Lead Teachers will conduct monthly observations or learning walks with feedback around designated classroom management, literacy, ELD/SDAIE strategies to facilitate the improvement of instruction.	Administrators, IRF	Monthly	N/A	N/A

<p>7th grade, and Special Education students. The second counselor will work with 8th grade and Spanish Newcomer students.</p>				
<p>d) A strict uniform policy will be in place for all students and will be strictly enforced by Administration and Head Counselor. Parents and students will receive a copy of the uniform policy at the beginning of the school year, and will sign a contract agreeing to adhere to the policy. PE uniforms will also be required.</p>	<p>AP-PPS, Head Counselor</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>
<p>e) A school-wide discipline program will be implemented by all staff and students. This program will have school-wide expectations and will include consistent and ongoing communication to parents. The system will complement and support individual teacher classroom management plans</p>	<p>Principal, AP-PPS, Head Counselor, Counselors, Parent Liaison, Teachers</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>
<p>f) An In-House Suspension room will be in place as an alternative to non-mandatory suspensions as identified in the Student Handbook</p>	<p>AP-PPS, In-House Teacher</p>	<p>Ongoing</p>	<p>\$77,702</p>	<p>WSF</p>
<p>g) Student Attendance and Review Team (SART) will consist of AP-PPS, Learning Support Consultant, Student Advisor, SRO, attendance clerk, and Parent Liaison. The Head Counselor will facilitate the SART team and will meet regularly to address habitual truancy. SART members will oversee student attendance procedures and policies, send out truancy letters to parents of habitual truants, and refer parents and students to Dropout Prevention when needed.</p>	<p>AP-PPS, Head Counselor Student Advisor, Parent Liaison, SRO, LSC, ORC, Attendance Clerk</p>	<p>Weekly</p>	<p>N/A</p>	<p>N/A</p>

<p>h) Learning Support Consultant will work closely with the Counseling Department and Teachers to organize and facilitate SAP's and SST's. High-risk students needing academic or emotional intervention and support will be the focus of the SAP and SST process. Learning Support Consultant will work closely with community-based organizations and serve as the liaison for bringing in community counseling and resource groups. Will also supervise interns.</p>	<p>Learning Support Consultant</p>	<p>Ongoing</p>	<p>Social Worker</p>	<p>Dream School</p>
<p>i) Thirty hours of health education will be organized and planned by the Nurse based on District Health Curriculum. The focus of this instruction will be on conflict resolution, resisting peer pressure, making choices, refusal skills related to drugs, pregnancy prevention, tobacco, dealing with violence and respecting diversity. Nurse will work closely with teachers, students, and parents to provide nutritional education, and assist with sports physicals. Nurse will review all immunization and health records and make appropriate parent contacts.</p>	<p>AP-PPS, Nurse, PE Teachers, Peer Resources</p>	<p>Ongoing</p>	<p>Nurse</p>	<p>Dream School</p>
<p>j) The AP-PPS will collaborate with the SRO and the emergency preparedness team to create and implement the safe school and emergency preparedness plan. The team will meet monthly.</p>	<p>AP-PPS, SRO</p>	<p>Monthly</p>	<p>N/A</p>	<p>N/A</p>
<p>k) Assistant Principal-PPS will assign and supervise security aides, other appropriate staff, and parent volunteers to supervise entrances to the school,</p>	<p>AP-PPS</p>	<p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>

<p>the hallways before and after school, lunches, during class and passing periods.</p>				
<p>l) The AP and Head Counselor will conduct grade level assemblies to review school-wide discipline policy and procedures with teachers and students at the beginning of each semester. The counselors will visit classrooms every term to discuss rules/expectations/issues.</p>	<p>AP-PPS, Head Counselor, Counselors</p>	<p>Beginning of each semester</p>	<p>N/A</p>	<p>N/A</p>
<p>m) Counselors will visit classrooms weekly to better understand students' academic and behavioral needs and build community with students and staff.</p>	<p>Counselors</p>	<p>Weekly</p>	<p>N/A</p>	<p>N/A</p>
<p>n) Campus security aides will monitor the yard, hallways, bathrooms, cafeteria, and the school grounds. Security aides will monitor the entrance to the school, and ensure that all visitors to the school have signed in, receive a visitor's badge, and are wearing the badge at all times. Security Aides will meet with the Principal and AP-PPS on a weekly basis.</p>	<p>Principal, AP-PPS, Security Aides</p>	<p>Ongoing, Weekly Meetings</p>	<p>Security Aides</p>	<p>N/A</p>
<p>o) Security cameras will be used and monitored daily by administration.</p>	<p>Principal, AP-PPS</p>	<p>Weekly Monitoring</p>	<p>N/A</p>	<p>N/A</p>
<p>p) A school resource officer (SRO) will be assigned by the Police Department and work closely with the AP-PPS on campus safety, security, and gang prevention. The SRO will coordinate with the Peer Resources and LSC to educate students, staff, and parents about bullying and gang prevention. The SRO will conduct home visits</p>	<p>AP-PPS, SRO, LSC, Peer Resources</p>	<p>Ongoing</p>	<p>SFPD</p>	<p>District/SFPD</p>

regarding truancy, when parents do not attend mandated meetings.				
4.2 Staff development and professional collaboration				
a) The Counseling department and the AP-PPS will provide training at the start of the school year in the school-wide discipline plan, Counseling Office procedures, the Uniform Policy, the SST/SAP Process, CPS, and the Counselor’s roles, duties, and responsibilities.	AP-PPS, Counselors	August, Ongoing	N/A	N/A
b) The AP-PPS will provide staff with Professional Development on Emergency Procedures and review School Safety Plan.	AP-PPS	August, Ongoing	N/A	N/A
c) The AP-PPS and Head Counselor will provide 6-week reports to staff on referral/suspension and student failure rates. The counseling office and teachers will analyze the data and design ways of working with students in order to reduce these statistics to less than district averages.	AP-PPS, Head Counselor	Every 6-Weeks	N/A	N/A
d) The CARE Team will collaborate weekly to provide resources for students referred to the CARE Team..	AP-PPS, Counselors, LSC, Student Advisor, Parent Liaison, Psychologist, ORC	Weekly	N/A	N/A
4.3 Engagement of staff, parents, community				
a) A hotline will be established for students or parents to call in and anonymously make reports of issues/concerns to safety.]	AP-PPS	Ongoing	N/A	N/A

<p>b) Positive events, activities, and assemblies will be planned throughout the year to help foster student engagement, develop school pride, and connect students and parents to the school. This will include, but not be limited to, Dances, Talent Show, Peace Day, Anti-Bullying Assembly, Athletic Banquet, etc.</p>	<p>Principal, AP-PPS, Activities Coordinator, Peer Resources</p>	<p>Ongoing</p>	<p>\$4,000</p>	<p>WSF, Dream School, and Prop H Arts</p>
<p>4.4 Auxiliary services for students and parents</p> <p>a) Counselors and LSC will refer students to weekly group counseling sessions with interns and CBO's, for students having discipline problems or in need of emotional and or social support.</p> <p>b) Counselors will provide parents with lists of available community resources.</p> <p>c) Eighth-grade Counselor and Parent Liaison will offer assistance to parents and students in the completion of high school selection and application process.</p> <p>d) Counselors and Parent Liaison will provide guidance around summer school and summer opportunities.</p>	<p>Counselors, LSC</p> <p>Counselors</p> <p>8th grade Counselor, Parent Liaison</p> <p>Counselors, Parent Liaison</p>	<p>Ongoing, Weekly Sessions</p> <p>Ongoing</p> <p>October-January</p> <p>April-June</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>4.5 Monitoring program implementation and results</p> <p>a) School wide discipline policy and procedures will be published in student binder reminder, and distributed to all students. At least one time per report card period, Counselors will go over the policy and procedures and do lessons.</p>	<p>AP-PPS, Counselors</p>	<p>Every 6-Weeks</p>	<p>N/A</p>	<p>N/A</p>

b) Referral, suspension and expulsion data will be collected, analyzed and presented at the end of each six-weeks to faculty and students.	AP-PPS, Head Counselor	Every Six Weeks	N/A	
c) SST coordinator will conduct a quarterly review of SST logs for use of support services.	ORC	Every Six Weeks	N/A	

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

Objective #1

- The number of parents actively involved at school will increase by 15% as measured by attendance at Back-to-School Nights, Parent Conferences, Parent Breakfasts, Parent Workshops, and parent volunteers.

Objective #2

- Parents will receive monthly communication from the school via postal service and auto-dialer, be aware of all school events and activities, and as a result will have a better understanding and connection to the school site. A school web-site will be developed for additional communication for the community.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
5.1 Active parent involvement in decision making process a) Community/Parent Meetings with the principal will be held on the last Friday of each month to receive input and discuss concerns. One third of these meetings will be held in the evening to allow more parents and staff to participate.	Principal, Parent Liaison	Monthly	\$500	WSF, Dream School

receive their schedule, locker, and other necessary items for school.				
b) All information sent home to parents, to be made available in Spanish.	Parent Liaison, A04-S Para	Ongoing	N/A	N/A
c) Teachers will hold parent conferences twice a year to provide ongoing communication to families regarding student progress in addition to regularly scheduled report cards. Information to parents will focus on standards-based assessments and work, LALAR, and completion of requirements for promotion.	AP-PPS, AP of Curriculum, Counselors, Teachers	Fall, Spring	N/A	N/A
d) The Parent Liaison will prepare and coordinate communication to parents through a monthly parent newsletter that includes the school event and testing calendar along with community resources. This will be mailed home at the beginning of each month.	Parent Liaison	Monthly	\$2,000	Title I
e) The Parent Liaison will coordinate the distribution of and incentive program related to the “extended homework packets” for CST preparation.	Parent Liaison	Jan - April	N/A	N/A
f) School Planners will be provided to all students. Teachers will help students to use Binder Reminders to keep parents informed of nightly homework assignments.	Teachers	Daily	\$2,000	Dream School
g) The parent liaison will use the school’s	Parent Liaison	Ongoing	N/A	N/A

<p>progress such as: Holding an Effective Parent/Teacher Conference; California Content Standards as a Tool for Parents; Enrollment, and other topics to be determined by parent per their interest. Bilingual notices are sent home prior to each event.</p>				
<p>5.4 Involvement of community partners</p> <p>a) Everett staff will collaborate monthly with Community Bridges Beacon to provide safe and positive youth development and mentorship programs for our students. CBB will provide parent workshops and coordinate them with parent liaison.</p> <p>b) The parent liaison will work with parent volunteers to coordinate a community outreach program to local businesses to solicit funds or services to support the schools student, staff and volunteer recognition programs.</p>	<p>Principal, AP-PPS, EXCEL Coordinator, Parent Liaison, CBB</p> <p>Parent Liaison</p>	<p>Monthly</p> <p>Ongoing</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>
<p>5.5 Monitoring program implementation and results</p> <p>a) School Site Council will include in its agenda discussions and action items regarding parental involvement. They will address these suggestions, comments and concerns.</p> <p>b) All parents will sign a contract agreeing to all school-wide discipline and safety plans of the school. These contracts will be kept on file by the AP-PPS</p>	<p>Principal, SSC</p> <p>AP-PPS, Parent Liaison</p>	<p>Monthly</p> <p>August</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>

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
Francisco Duran		X					08/05
Ruben Urbina				X			08/05
Kathleen Rodriguez			X				08/05
Jessica Case			X				08/06
Cassandra Roberts			X				08/06
Kevin Westberry			X				08/06
Donnie Easterling					X		08/06
Deborah Gerosa					X		08/05
Darren De Leon					X		08/06
Christian Martinez						X	08/06
Eddie Whitfield						X	08/06
Numbers of members of each category		1	4	1	3	2	

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
Francisco Duran		1						08/05
Martha Estrella			1					08/05
Denise Rueda				1				08/05
Francisco					1			08/06
Maria de Jesus					1			08/06
Numbers of members of each category		1	1	1	2			

The composition of the English Learner Advisory Committee (ELAC) must contain parents of EL students.

The percentage of parents of EL students is to be at least the same as that of EL students at the school.

SCHOOL ADVISORY COMMITTEE MEMBERSHIP

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

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

