

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

[Fairmount Elementary]
School

CDS Code

[April 13, 2007]
Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

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:

Fairmount uses the SFUSD adopted programs and materials that are aligned with the State standards and approved by the Board of Education. Fairmount policies and practices are designed, planned and implemented to ensure that each student has access to instructional materials and core curriculum aligned with State Standards.

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

Appropriate standards-based instructional materials in the core curriculum are available for all students, including Economically Disadvantaged Youth (EDY), students in Special Education (SPED), English Learners (EL), and Gifted and Talented students (GATE). In addition Fairmount uses supplemental material and assessments that are in alignment with the California Content Standards in to meet the academic needs of all the students. The school also provides classroom libraries in Spanish within the Dual Language Program. These Classroom Libraries are equipped with books and materials that are aligned with the core curriculum and content standards of the State of California.

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

Fairmount staff holds on site professional development activities to address the needs in the student population, based on data evaluation and on the use of formative assessment. Grade level teams participate in the Result Oriented Cycle of Inquiry in order to analyze students' work and to address the skill's gap in Language Arts. Teachers and principal participate in the analysis of teaching practices through the implementation of Classroom Labs. Teachers are video taped implementing upon agreed teaching strategies, then, teachers receive feedback from peers in order to redefine or redesign lessons that will address the needs of focal students. We have selected focal students in order to measure the effectiveness of our instructional practices. Teachers meet to look at the progress of these students after specific period of assessment. Teachers use the results of these assessments as a barometer for the entire class. Teachers and Principal received professional development based on Systematic ELD in collaboration with Partners in school Innovation. ELD will be the main focus for next school year. However, Fairmount Elementary School will continue its work on Language Arts and Math through the Use of SCOE in both areas in order to inform instruction.

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

All students are assessed regularly in Language Arts, Math, following the Reading First Schools pacing guide. Fairmount teachers differentiate their instruction to meet the needs of focal students and determine groupings for Universal Access time.

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

Additional classroom teacher lowers the class size to enable teachers to better attend to the needs of lower performing students in grades 4/5. Literacy specialist teachers, work with students reading below grade level to help them achieve grade level standards. There are two Literacy Specialists at the school. K-2nd grade level and 3rd 5th grade level Literacy Specialists. Intervention Program is in place in order to support students in grade 4th and 5th who are performing two grade levels below in ELA and in Math. Students are being

referred by classroom teachers in order to be assessed to determine their accurate level of performance in reading. CST results are used to place students in different intervention groups according to their level of performance in the CST. Student in the intervention groups are assessed every six weeks in order to determine their progress and the effectiveness of the teaching strategies used by the Literacy Specialists. CARE Team (Parents Liaison, Learning Support Consultant, School Nurse, Student Advisor, Behavior Consultant and Principal) meet regularly in order to provide support to students who are not meeting the academic standards due to social emotional needs.

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

Standardized state and local test data is used to identify and target areas of need. The focus of this school year is Reading Comprehension. Therefore, teachers and principal monitor the progress of the students in reading comprehension. Teachers meet at the beginning, middle and end of the school year in order to reflect upon the results of the SCOE assessments during the current school year and in order to set up new goals for the new school year. Teachers also meet at the beginning of the school year to analyze the results of the CST data in order to reevaluate the goals sated at the end of the previous school year. Teachers also assess students every six weeks in Language Arts and Math using SCOE assessments they are also following the pacing guide of Reading First Schools. Teachers are trained to score the CELDT at the beginning of the school year, after scoring CELDT teachers use the results of CELDT to group the students according to their English Development Proficiency level. Students are provided with specificc ELD instruction according to their performance on CELDT. In conclusion as a common practice Fairmount teachers use result of Teachers use assessment results to inform teaching practices, to improve student achievement, and to meet the needs of all students.

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

The CARE Team and Student Success Team (SST) work with teachers to identify at-risk students and to refer them to appropriate services. The Principal, Behavior Coach, Learning Supporting Consultant and Parent Liaison facilitate access to community services in emotional or academic areas. All students who are absent are contacted and encouraged to attend school daily. Principal holds bimonthly meetings with parents of students with several absences and tardiness. Fairmount Elementary School collaborates with other SFUSD departments in order to address the needs of students who are not performing according to social-emotional and academic standards of the school, district and the State.

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

The school is still working with the community in order to foster the understanding of the redesign of the Spanish Immersion Program (80/20 model) We are also working towards involving more African American families with the life of the school.

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

Fairmount is still managing two different instructional programs for its students. The presence of these two different instructional programs make it difficult to coordinate efforts for professional development that could be more cohesive and more focused. Next year the school will began the Two-Way Spanish Immersion program with all Kinder classes. There is still one grade level that needs to collaborate in a more consistent basis.

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:

ELA

31 % of our students performed at or above proficient of in the CST in ELA. Therefore we had a growth of 4.6% in comparison with 2006.

34.8 % of our African American students performed At or Above proficient in the CST in ELA. Therefore our AA students had a growth of 6.2.0 % in comparison with 2006.

13.2% of our Latino students performed At or Above proficient in the CST in ELA. Therefore, Our Latino students had a growth of 3.2 % in comparison with 2006. However, we did not meet our AYP target for this population.

26.7 % of our students identified as Socio-Economically Disadvantaged performed At or Above proficient in the CST in ELA. Therefore we had decreased in the number of SDY students who performed At proficient in CST a difference of – 17.8% in comparison to 2006.

Math

34% of all our students performed At or Above proficient in the CST in Math. Therefore, we had a growth of 7.1 % in this area.

26.1% of our African American students performed At or above proficient in the CST in Math. Therefore, there is a negative difference of -2.5% in the number of AA students who performed At proficient level in Math.

28.7 % of our Latino students performed At or Above proficient in the CST in Math. Therefore, we had a growth of 12.7 % in comparison with 2006.

Fairmount Elementary School had a positive change of 60 points in its API. Therefore we met our API growth target.

Fairmount Elementary School was ranking 1-1 for 2005-2006 school year. However, we were able to move to ranking 2-1.

Although the students at Fairmount had shown growth in the results of CST, we are still facing a significant achievement gap between our EL students and our English Native speakers.

Our EL students met their AMAO target for students at the beginning and early intermediate level. However we did not meet our AMAO target at the intermediate and advance levels.

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

Objective 1: By August 2008 (Based on April Exams) 25% or 17 students of EL subgroup will move to the above basic range in the CST in ELA.

Objective 2: By August 2008 (Based on April Exams) 25.% (or 17 students) of EL subgroup will move to the basic above range in the CST in Math.

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

1. Full implementation of the ELD program Avenues and implementation of the Systematic ELD Focused Approach adopted by the school in concert with the Multilingual Department and with the support of Partners In School Innovations and SOIS.

2. Ensure daily, concrete, specific Systematic English language Development. Ensure the implementation of Academic Language starting in Kinder with oral language development and exposing the students to print vocabulary in English (Reading and reading comprehension)
3. Implementation of Universal Access and instructional differentiation in the areas of Language Arts and Math in order to support EL students in both, Spanish and English. The differentiated instruction will be based on SCOE and other measures (e.g. Reading Results assessments)
4. Intervention Program in Language Arts and Math will continue in order to bring up the reading level of students who are performing two or more grade levels below in the CST.
5. Literacy Specialist teachers will continue implementing the intervention program in grades 4/5 for students who are performing two or three grades below in reading. Literacy Teachers will provide Early Intervention for students in grades K-3rd. Each Literacy Specialist will have a cohort of two grade levels to serve (K-1; 2nd 3rd and 4th 5th)
6. Utilize all STAR resources to accelerate learning of targeted students. IRF will coordinate Result Oriented Cycle of Inquiry. Other STAR support (Elementary Advisor, Site Support Substitute, Teacher will support the implementation of Classroom Labs and Peer Tutoring programs)
6. Our After School Program will provide specific Academic and Social support to underperforming students. This action will be guided by classroom teachers and by the principal's expectations.

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:

- Fairmount's overall API increased from 626 in 2004-2005 to 686 in 2005-2006 (60 points growth)
- 10% of the EL students in second grade Performed At or above Proficient in the CST in Language Arts.
- 4% of the EL students in third grade performed At or Above Proficient in the CST in Language Arts.
- 9% of the EL students in fourth grade performed At or Above Proficient in the CST in Language Arts.
- 9% of the EL students in fifth grade performed At or Above proficient in the CST in Language Arts
- 30% of the EL students in second grade performed At or Above proficient in the CST in Math.
- 21% of the EL students in third grade performed At or Above Proficient in the CST in Mathematics.
- 26% of the EL students in fourth grade performed At or Above Proficient in the CST in Math
- 98% of the students in the SDC classes and in the Inclusion Programs performed at proficient in the CAPA tests meeting their target.

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

Objective 1: By August 2008 (Based on April Exams) 25% of the students (or 17 students) will move to the basic or above basic range in the CST in Language Arts.

Objective 2: By August 2008 (Based on April Exams) 25% of EL students (or 19 students) 5% of Special Education Students, GATE, 25% of African American students (or 8 students) will move to the basic or above basic range in the CST in Math.

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

1. Special Ed teachers will participate in the Result Oriented Cycle of Inquiry in order to identify skills gap. Special Ed teachers will collaborate in order to plan lesson around Houghton Mifflin and Harcourt Brace curriculums. Special Ed teachers will have full participation in school wide standards based instructional program and ROCI process.
2. Teachers will identify RSP, EL, AA and GATE students in order to differentiate instruction through the implementation of Universal Access based on ongoing assessments.
3. Literacy Specialist teachers will continue implementing the intervention program in grades 4/5 for students who are performing two or three grades below in reading. Early Intervention Program for grades K-3rd will be provided for all students, Targeting EL and AA students.
4. After schools Programs
5. Strong and focused implementation of Systematic ELD Approach across grade levels and across programs while maintaining the integrity of the Spanish Dual Language Program.
6. Full implementation of an 8/20 Dual Language Program starting with Kinder in 2007-2008.

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:

The school did not meet its API target for EL students in Language Arts. However, 11% of the EL students performed At or Above proficient in ELA.

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

Objective 1: 25% of EL students will meet the API growth target in the CST in Language Arts and Mathematics.

Objective 2: 50 % of AA students will meet the API growth target in the CST in Language Arts and in Mathematics.

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

1. Full implementation of SAIT/PI Corrective Action Plan. (Full implementation of Reading /Language Arts and Math standards based core curriculum for all students.
2. Implementation of ongoing assessments (SCOE, Reading Results and other alternative assessments) for all students and implementation of reflective practices using the ROCI process in order to support all the students.
3. Professional development in the areas of Universal Access, Focused Approached, Systematic ELD Vocabulary and Math.

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

Suspensions of African American students are at 0%. Students with significant behavioral challenges are been supported with the services of STAR support personnel and partners from different organizations. CARE Team and SST work in collaboration in order to guarantee appropriate delivery of services within or outside the school. Although we were able to reduce the number of absences in 70%, we still need to work in this area. Tardiness are been reduced at 25%. The principal and Care Team are working with families of students with several problems of tardiness/unexcused absences. 95% of the behavior incidents still occur during the different recess times. We have implemented a Conflict Management program with students from 3rd grade and 4/5 grades. These students receive training in conflict management in order to support their peers during lunch recess. We count on the services of Sports 4Kids, which had contributed to organized games, and other physical and or recreational activities during recess and therefore, has helped to decrease the number of incidents in the playground.

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

Objective 1: Increase or attendance rate by 95 % and by 80% the number of unexcused absences and tardiness by April 2008.

Objective 2: Decrease by 80% the number of referrals to the office due to incidents during recess time.

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

1. Work in Collaboration with SART in order to make timely referral for families with high rates of absences and tardiness.
2. Work in collaboration with Behavior Coach from in order to support students with socio-emotional and behavioral difficulties.

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

Data Conclusions related to Goal 5:

This school year we had increased the participation of our Latino families in school related activities . Our Latino Spanish dominant speaking families have gotten more involved through the work they are doing with the ELAC of the school. We had conducted 75% of our meeting in Spanish with translation in English. These meetings have attracted a very significant number of families to our school wide events. We have seeing and increase in the participation of African American families in our school events. However, we still need to work in this aspect of community involvement.

It is also important to point out that Fairmount parents have developed different structures to support the school in the areas of fundraising, maintenance, enrichment and Arts programs.

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

Objective 1: Increase by 80% the level of participation and involvement of the Spanish dominant speaking families at the different community events (Back to School Night, Fiestaval, Parent Teacher Conferences, PTA meetings, parent workshops and trainings)

Objective 2: Increase by 50% the level of participation and involvement of African American families at the different community events (Back to School Night, Parent Teacher Conference, PTA assemblies, Literacy Nights and Parent workshops)

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

1. We will continue conducting one third of our meetings in Spanish as a way to attract the participation of more Spanish dominant speaking families.
2. We will use the phone tree in order to target African American families to invite them to our school wide events.

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: EL students and African American students.

Performance gains expected for these students: 17 EL students will perform At Proficient. 17 Latino and 17 SED students will perform At Proficient in ELA and in Mathematics.

Means of evaluating progress toward this goal: CST data,

Group data needed to measure academic gains: 2005-2006 and & 2006-2007 CST data

Objective #1 By August 2008 (Based on April Exams) 25% of EL students will perform At or Above Proficient in the CST in English Language Arts.

Objective #2 By August 2008 (Based on April Exams) 50.% of AA students will perform At or Above Proficient in English Language Arts in the CST in Mathematics.

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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>All students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum throughout the day.</p> <p style="margin-left: 20px;">a. English learners (ELs) will be provided with English language development (ELD) using the Systematic ELD/Focused Approach , Avenues curriculum and BBG. Students will be assigned to classes</p>	<p>All classroom teachers IRF Principal</p>	<p>07-08 School Year</p>	<p>Staff salaries</p>	<p>WSF, CD, SI, LEP, TITLE I.</p>

<p>appropriate for their identified levels of language proficiency</p> <ul style="list-style-type: none"> b. Teachers will use grade level meetings as a means of aligning curriculum to standards and maintain the Districts Reading First pacing guide for language arts and District’s pacing schedule for math. c. Through professional collaboration teachers will use the results of SCOE assessment and District Math assessment to address the skills gap in both areas d. Teachers will continue meeting in a weekly basis by grade levels to analyze assessment data and to use data for instructional planning using the Result Oriented Cycle of Inquiry (ROCI) e. Instructional Reform Facilitator and Literacy Specialists will support classroom teachers in targeting identified students progress in literacy and mathematics as a means of closing the achievement gap 				
<p>1.2 Improvement of research-based instructional strategies and materials:</p> <ul style="list-style-type: none"> a. Students in the 4/5 grade who are performing two grade levels below will be provided a language arts intervention program that is supported by the District b. Teachers will continue receiving professional development in the “Focused Approach” for frontloading HM and Systematic ELD along with strategies such as guided reading and shared writing using differentiated instruction and Universal Access as a mean of supporting all learners. c. Substitutes and Art consultants will be provided for release time for teacher professional development time that occurs during the day d. Teacher, consultants (i.e. Partners, Coaches) will continue the implementation of the cycle of inquiry 	<p>All Teachers IRF Principal Partners in School Innovation Multilingual Department Office of Teaching and Learning.</p>	<p>07-08 School Year</p>	<p>Staff salaries Expenditure for supplies</p>	<p>WSF, SI, LEP, CD. Title I.</p>

and classroom Lab. around core curriculum practices (twice a month)				
<p>1.3 Extended learning time/increased educational opportunity:</p> <ul style="list-style-type: none"> a. Students performing below basic and far below basic will be selected to attend our After School Program. b. Students performing below basic and far below basic will be provided with specific instruction and tutoring in mathematics and language arts through a state approved agency funds provide through the SFUSD mandated Intervention Program for PI schools and through Title I Office-NCLB Act. c. The After School Program Taskforce and Principal will monitor the services provided to underperforming students in the After School Program d. All teachers will include the time in their lesson plans for differentiated instruction and Universal Access e. GATE students will receive differentiated work to enrich, extend and make their academics more complex f. Students will have interdisciplinary opportunities both in and out of class that include: music, dance, art, science, as provided by the PTA and school funds g. Library material will be purchase in both English and Spanish. h. Identified students unable to attend the Joint after school program will be referred to other community services by CARE Team/Parent Liaison for academic support 	<p>After school Taskforce Principal GATE Coordinator All teachers Principal IRF Literacy Specialist Teachers.</p>	<p>07-08 School Year</p>	<p>\$ 25,000</p>	<p>EXCELL Grant. Consent Decree</p>
1.4 Staff development and professional collaboration	Principal IRF	07-08 School Year	Staff Salaries	WSF, CD, SI Title I, LEP.

<ul style="list-style-type: none"> a. Fairmount staff will continue receiving Professional Development in Systematic ELD Approach. b. Teacher, consultants (i.e. Partners, coach) will focus the implementation of the Results Oriented Cycle of inquiry around ELD. c. All teachers will participate in grade level meetings to articulate curricula and plan strategies to support targeted students through the implementation of the Result Oriented Cycle of Inquiry and Classroom Lab. d. Principal and IRF will observe classroom practices weekly to support implementation of standard based lesson plans. e. Principal will be part of the Result Oriented Cycle of Inquiry in targeted grade levels. Principal will use monitoring tool to calibrate the implementation of agreed upon instructional strategies as well as students' outcomes. f. Classroom Lab will be implemented across grade levels. Teachers will be videotaped implementing agreed upon focal strategies. Teachers will analyze students' responses. g. Three faculty Retreats will be planned and implemented for the beginning, middle and end of the school year. Staff will evaluate academic and social-emotional progress of our students. 	<p>GATE Coordinator All teachers Partners in School Innovation Math Content Specialist</p>		<p>Extended time and stipend for teachers.</p>	<p>.</p>
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<p>1.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> a. We will continue implementing Literacy Nights for all families in both languages (English and Spanish) b. Training and workshops will be provided to parents around literacy and test taking strategies to all families (Translation in Spanish or English will be provided) c. Parent Liaison and principal will organize monthly meetings with ELAC in order to address issues related with EL students. d. ELAC parents will receive workshops in areas of homework support as well as in bilingual education. e. Parent Liaison, secretary and other staff will work on translating document for families (They will be compensated for doing this extra work) 	<p>Parent liaison PTA Principal All teachers PTA</p>	<p>07-08 School Year</p>	<p>Staff Salaries Expenditures for supplies</p> <p>Food and child care for ELAC meetings. Translation expenses.</p>	<p>WSF, CD, LEP, SI, LEP, PTA</p>
<p>1.6 Non-academic support services (auxiliary services) for students and parents:</p> <ul style="list-style-type: none"> a. The SST/ C.A.R.E. team and Behavior Coach will help identify assistance needed by students on an individual basis and help implement interventions b. Behavior Consultant will continue working individually and in small group with students who are victims of abuse, violence and are at risk. c. Behavior Consultant will continue providing support to the “Boys Group”. d. After School Program will provide specific accelerated reading and math activities to targeted students. e. Sports \$Kids and Girls on the Run programs will be 	<p>Parent Liaison Principal Behavior Coach SST/CARE Team After school Coordinator PTA Art consultants</p>	<p>07-08 School Year</p>	<p>Staff salaries Behavior Coach (consultant) \$ 14,000.</p> <p>Contract with Sport 4Kids</p>	<p>CD, WSF, LEP, SI, Title I,</p> <p>\$22,500</p>

available to students. f. Choir, drama, ballet folclórico and ballroom dance will be available for students.				
1.7 Monitoring program implementation and results: a. The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines b. Principal will facilitate and monitor the implementation of the Result Oriented cycle of Inquiry in the different Special Education programs at Fairmount Elementary. c. IRF and principal will monitor the implementation of agreed upon instructional strategies using Observation and Walkthrough Protocols. d. Literacy teachers will report results to SSC and to staff.	Principal Special Ed. Teachers Classroom teachers SSC Special Ed. Content Specialist	07-08 School Year	Staff salaries	WSF,SI,LEP, CD, Title I.
<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.</p> <p>Student groups participating in this goal: All students. EL, AA, GATE, Special Ed. students</p> <p>Performance gains expected for these students:</p> <p>Means of evaluating progress toward this goal: Core curriculum, school assessments and CST.</p> <p>Group data needed to measure academic gains:</p> <p>Objective #1 25% of EL students will meet the AYP in English Language Arts and in Mathematics</p> <p>Objective #2 50% of AA students will meet the AYP in English Language Arts and in Mathematics.</p>				

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:	SST Team		Staff salaries	WSF, CD, SI, Title I,

<ul style="list-style-type: none"> a. IEPs will be written and aligned to state core content standards and reflect students’ present levels of performance. Instruction in the special education programs will be aligned to core curriculum. b. All teachers will turn in weekly lesson plans that reflect alignment with the pacing guide and standards, and demonstrate coverage of the core curriculum. c. Lesson plans will include allocation of time as well as the strategies for the ELD block. d. All teachers will identify high priority standards (HPS) in Language Arts. Teachers will design plan for the implementation of lesson for HPS. 	<p>Classroom teachers Principal Special Ed. Teachers</p>			<p>LEP.</p>
<p>2.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> a. All students with disabilities will have core curriculum materials and appropriate supplemental materials. Categorical funds will be utilized to purchase supplemental materials b. Teachers, paraprofessionals, volunteers will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all students so they can have full access to the core curriculum c. Paraprofessionals in the special education programs will continue receiving professional development in areas such as Habits of Mind, Working with students with autism and classroom management. d. Teachers will plan ELD standards-based lessons with the use of the <u>Avenues</u> curriculum and Systematic ELD Approach. e. Teachers will receive Professional Development on instructional practices based on ELD Standards f. Teachers will collaborate to review and analyze the data from assessments in ELA and Math. All grade 	<p>All Teachers Principal Special Ed. Teachers Literacy Specialists Coaches IRF</p>	<p>07-08 School Year</p>	<p>Staff salaries District funds (Special Ed. Teachers)</p>	<p>WSF, CD, SI, Title I, LEP</p>

<p>levels and programs will use recommended strategies from district-adopted materials and will use the “Focused Approach” strategies in conjunction with the PD in Vocabulary.</p> <ul style="list-style-type: none"> g. Special education staff will collaborate to adapt curriculum and materials to meet the needs of all students. h. Principal will monitor the implementation of agreed upon strategies in the Special Education Program using Observation Protocol. i. Bilingual literacy teachers will provide differentiated support for low-performing students at all grade levels. An appropriate proportion of the specialists’ time will be focused on EL students. The literacy teachers will advise the librarian about appropriate materials and topics for students working with him/her j. Principal will review lesson plans and provide assistance for teachers who need support in accomplishing this task. 				
<p>2.3 Extended learning time/increase educational opportunity:</p> <ul style="list-style-type: none"> a. Underperforming students will receive extended learning time opportunities through after-school programs, tutoring by teachers, and/or volunteers b. After School Program will provide the academic and extra curricular opportunities for students performing below grade level in Language Arts and in Math. After-school coordinators will ensure content alignment with teachers’ written recommendations c. Library programming will supplement enrich standards-based classroom instruction. Students will have access to the library during class time and 	<p>All teachers After School Coordinators</p>	<p>07-08 School Year</p>	<p>Excel After School Program Grant</p>	<p>SI, Consent Decree</p>

lunchtime				
<p>2.4 Staff development and professional collaboration:</p> <p>a. A minimum of 10% of Title I funds will be used for a continuous staff development on effective methods and instructional strategies that are based on scientifically based research to address the academic needs of all our students.</p> <p>b. Teachers will continue their training on Result Oriented Cycle of Inquiry and on Systematic ELD.</p> <p>c. Teachers will attend CABE and TWO WAY CABE conferences in order to learn strategies that will support the academic performance of English Language Learners.</p> <p>d. The School District will provide Math and Literacy Coaches to continue to provide professional development and direct support to the teachers in the areas of math and literacy.</p> <p>e. Special Education Department will provide direct on site coaching and facilitation of ROCI with our Special Education Staff.</p> <p>f. GATE Coordinator will provide professional development to the staff.</p>	<p>All teachers Principal GATE Coordinator IRF</p>	<p>07-08 School Year</p>	<p>Staff salaries</p> <p>Attendance to the Focused Approach training, CABE conference, Two-Way CABE, La Cosecha conference , Data training and other conferences. Extended time for teachers \$ 13, 000</p>	<p>WSF, Title I, SI, CD, LEP.</p>
<p>2.5 Involvement of staff, parents and community:</p> <p>a. Parent Liaison will provide information and referrals about community services and resources for tutorials</p> <p>b. Parents of students who receive special services, including RSP, will be informed periodically every report card period about students' progress in IEP-targeted areas</p>	<p>Parent Liaison Principal RSP teacher</p>	<p>07-08 School Year</p>	<p>Staff salaries</p>	<p>WSF, CD, Title I, SI, LEP.</p>

<p>c. Adopted programs for the core curriculum will be explained in parent meetings focused on academics</p> <p>d. Parents will receive the information in their home language. Materials will be translated in to Spanish</p> <p>d. Students from upper grades will tutor lower-grade students in literacy. Upper grade students will use reading comprehension strategies with the students they are mentoring</p> <p>e. Distribute information about the GATE identification process and to discuss other issues of concern to GATE parents</p> <ul style="list-style-type: none"> • GATE Coordinator will attend SSC and PTA meeting to describe GATE program to all parents so they may be informed about the school's GATE program and identification process 				
<p>2.6 Monitoring program implementation and results:</p> <p>a. GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects. CELDT, LALAR, SCOE and other assessments results will be used to inform appropriate instruction</p>	<p>GATE Coordinator Principal IRF Classroom teachers</p>	<p>07-08 School Year</p>	<p>Staff salaries</p>	<p>WSF, CD, Title I, SI, LEP.</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. EL students and AA students.

Performance gains expected for these students: 25% of EL students will met the API growth target API in the CST in Language Arts and Math.

50% of AA students will meet their API growth target in the CST for English Language Arts and for Mathematics.

Means of evaluating progress toward this goal: CST

Group data needed to measure academic gains: EL, AA, EDY. SDC

Objective #1 25% of EL students will meet the API growth target in the CST in Language Arts.

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Objective #2 50% of AA students will meet the API growth target in the CST in English language Arts and in Mathematics.

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"> a. Continue implementation of all essential elements of SAIT Corrective Action Plan as part of our current PI strategic Plan. b. Two-Way Spanish Immersion Program will be implemented school wide initiating with Kinder for 07-08 school year. c. Teachers will enhance instruction of core curriculum by using supplemental materials (Literature and games) d. Teachers will follow classroom schedules with a uniform start time. e. Teachers in the Two-Way Differentiated Program will continue the implementation of the Building Biliteracy Guide in grade levels K-3rd. 	<p>Classroom Teachers Principal IRF</p>	<p>07-08 School Year</p>	<p>Staff salaries</p>	<p>WSF, CD, Title I, SI, LEP.</p>
<p>3.2 Improvement of instructional strategies and</p>	<p>Classroom</p>	<p>07-08 School</p>	<p>Staff salaries</p>	<p>WSF, SI, CD, LEP</p>

<p>Materials:</p> <ul style="list-style-type: none"> a. Differentiation strategies such as scaffolding aids for writing, frontloading and universal access will be fully utilized by <u>both</u> general and special educators. b. Teachers will participate in Result Oriented Cycle of Inquiry to plan curricula and improve instructional practices based on student data and performance standards in order to close the achievement gaps. c. Intervention program will be implemented in order to support students who are performing two or more grade level below in Language Arts and Math. d. Focused Approach Strategies will be used across content areas and across programs and languages in order to enhance the learning process of specific language skills. 	<p>Teachers Principal IRF Multilingual Programs (Content Specialist)</p>	<p>Year</p>		<p>Title I.</p>
<p>3.3 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> a. Staff, grade level, and professional development meetings will be used to share strategies, lessons, and resources to improve our teaching practices. b. Staff meetings will be used to have a professional development component around meeting the needs of underperforming students in reading, writing and math. (Continuation from this year) c. Professional collaboration amongst teachers of underperforming and GATE students will focus on how to differentiate instruction/curriculum to support challenge all students. e. All teachers will attend professional development provided during staff meetings (every other Monday) and contract hours will be honored. f. Staff meetings, grade level and cross-grade level 	<p>Classroom Teachers Principal IRF Leadership Team SAIT</p>	<p>07-08 School Year</p>	<p>Staff salaries</p>	<p>WSF, SI, CD, LEP, Title I.</p>

<p>meetings will be used to discuss targeted students, progress. (Data driven)</p> <ul style="list-style-type: none"> g. Result Oriented Cycle of Inquiry and Classroom Lab will serve as a professional development opportunity for all teachers including special education teachers in the areas of ELD, Language Arts and Mathematics. h. Teachers will visit other classrooms on or off-site to observe best practices and to accelerate learning. i. Leadership Team will meet monthly to plan staff development, disseminate information to grade levels, and monitor school activities with site plan 				
<p>3.4 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> a. During back-to-school night, fall orientation and other parent meeting, parents will be provided with grade level contents standards, curriculum orientation, and homework policy b. Parent workshops will be provided on: how to support your child in Dual-immersion; Tribes and Conflict Management; Academic Standards and Curriculum; how to help children at home; nutrition and exercise; literacy, and Special Education rights c. The GATE coordinator will help facilitate parent informational presentations 	<p>Parent Liaison IRF Gate Coordinator PTA</p>	<p>07-08 School Year</p>	<p>Staff salaries</p>	<p>WSF, SI CD, LEP, Title I.</p>
<p>3.5 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> a. Principal and staff will present school data and the Academic Plan, to facilitate parent understanding of reform efforts b. Information from parent surveys and community summits will inform the SCC about the community's understanding of school reform c. Input from Staff will be collected and used to monitor 	<p>Classroom Teachers SSC Principal Leadership Team Special Ed. teachers</p>	<p>07-08 School Year</p>		

<p>school reform</p> <p>d. Principal and IRF will conduct classroom observations using protocols. Teachers will receive immediate feedback about students' engagement and participation based on observation tool.</p> <p>f. Special Education Staff will use alternative assessment (CAPA) for students exempted from CST and standardized testing to effectively monitor growth</p> <p>g. The Leadership Team will monitor the progress of students by grade level. ILT will determine the type of support teachers needs in meeting the students' academic needs.</p>				
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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.

Student groups participating: All Students

Performance gains expected by these students: Increase attendance rate to 95% of attendance daily. Decrease by 80% the number of referrals to the office due to incident during recess time, decrease in staff absences.

Means of evaluating progress: Analysis of suspensions data, CARE Team and SST logs, SART referrals.

Group data needed to measure academic gains: Staff and parent surveys, overall student and staff attendance information, # of incident reports, bi-annual survey of physical plant to assess conditions and needed repairs to classrooms, yard and hallways.

Objective #1: 95 % of the students will attend school on time in a daily basis.

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Objective #2: Decrease by 90% the number of referrals to the office due to incidents during recess. time

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety:</p> <ul style="list-style-type: none"> a. The school will continue the implementation of the TRIBES agreements and the conflict management program as a way to create a safe environment for all. b. Students at grades 3-5 will be trained as conflict managers and will be utilized during recess times to help manage conflicts between students c. Sports-4-Kids along with yard staff will continue the implementation of structured sport activities for students during recess and lunch recess. d. As a way to promote community and healthy attitudes around appropriate school dress and to lessen competition associated with clothing, the school will continue to require and enforce the school uniform policy e. The school will continue to provide positive reinforcement and incentives to individuals and/or classes for keeping the school grounds clean f. As necessary school site staff will create and implement individual student behavior plans in collaboration with parents/guardians for those students who are in need of more individualized attention. g. In order to maintain and improve the physical plant, the school will continue to seek the support of the district in the following areas: 1) cleanliness of school grounds and bathrooms; 2) consistent availability of hot water and supplies such as paper towels, toilet paper and soap in bathrooms and pods; 3) proper 	<p>Principle All Teachers Yard Staff Behavior Coach Social Worker Custodian Stud. Advisor</p>	<p>07-08 School Year</p>	<p>Staff salaries Contract with Behavior Coach</p>	<p>WSF, CD, SI, Title I, LEP.</p>

<p>functioning of heaters and air vents; 4) obtaining and posting of signage with guidelines about individuals presence on school grounds and signing in at office</p> <p>h. Teachers will receive guidelines on preventing sexual harassment and disaster preparedness</p>				
<p>4.2 Staff development and professional collaboration:</p> <p>a. As new yard and site staff are hired they will receive training in TRIBES and conflict management to ensure continuity of approach from classrooms to the rest of the school environment.</p> <p>b. Staff will plan the type of activities and strategies to be implemented in order to ensure a positive and healthy school climate. This plan will be designed at the beginning of the school year retreat.</p> <p>c. Business Leadership Team will facilitate PD in areas related to School Climate: Discipline, safe environment, behavior management.</p>	<p>Principle IRF All Staff</p>	<p>07-08 School Year</p>	<p>Staff salaries</p>	<p>WSF, SI, CD, LEP, Title I.</p>
<p>4.3 Engagement of staff, parents, community:</p> <p>a. Outreach will be done, in the appropriate language, to the parent community to recruit volunteers to support school site safety where appropriate</p> <p>b. The school will maintain a Beautification Committee made up of parents, staff and interested community members to address health and safety issues affecting our school and neighborhood, such as graffiti, repairs, improvements, etc</p>	<p>Principal Parent Liaison Parents</p>	<p>07-08 School Year</p>	<p>Staff salaries PTA funded newsletter and communications.</p>	<p>WSF, CD, SI, LEP, Title I.</p>
<p>4.4 Auxiliary services for students and parents:</p> <p>The CARE Team will continue providing guidance to parents and students based on immediate needs concerning safety and school climate, as well as referrals to outside agencies as</p>	<p>Principal CARE Team SST Behavior coach</p>	<p>07-08 School Year</p>	<p>Staff salaries Consulting fees (Behavior coach)</p>	<p>WSF, CD, SI, LEP, Title I.</p>

needed				
4.5 Monitoring program implementation and results: a. The SSC, Business Leadership Team and the principal will monitor the implementation of the specific actions outlined above by creating and implementing a checklist to be reviewed by staff three times per year.	Principal SSC Task Force/Committee Custodian	07-08 School Year	Staff salaries PTA related funds	WSF, CD. SI, LEP, Title I.

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

Students participating: All students

Performance gains expected: Increase in overall parent attendance and participation at school events and meetings such as: Community Summits, Principle's Chats, PTA general meetings, SSC monthly meetings and PTA monthly board meetings. And specifically, an increase in attendance and participation by under represented families such as: parents of English Language Learners, parents of African American students, parents of students in Special Ed, parents of students in the ELD strand.

Means of evaluating progress: Through the SSC, PTA, ELAC, and /or site staff Fairmount will provide a variety of opportunities for parents to gather together, become involved in school activities and give feedback. These activities will include: SSC community summit meetings and regular monthly meetings, ELAC meetings, PTA general meetings, Principal's Chats and Parent/Teacher conferences. Literacy Nights, Parent Workshops.

Group data needed to measure academic gains: Attendance figures at the above events.

Objective #1: 80% of our Spanish dominant speaking families will attend the different community events (Back to School Night, Fiestaval, Parent-Teacher Conferences, PTA meetings, Parent workshops and trainings)

Objective #2: 50% of our African American families and 50% of the families in the ELD program will attend the different community events we host at Fairmount (Back to School Night, Fiestaval, Parent-Teacher Conference, Parent Workshops and training)

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"> a. SSC and ELAC will continue their active participation to ensure parent and community involvement in the decision making process on behalf of their children. b. Parents will be encouraged to help with activities at school including preparation of newsletter, written and oral translation, and presentations at parent workshops c. All parents will be welcomed and strongly encouraged to volunteer at the school. d. SSC and principal will continue with outreach strategies to involve more African American families with school activities. e. Additionally, parents of ELD students, African American students, Latino students, GATE Identified students and students receiving Special Education services will be actively recruited for leadership positions f. Spanish translation will be provided at all SSC meetings and for all SSC written documents (including minutes) on a regular and systematic basis g. As a Program Improvement School parents will be offered an option of school choice. 	<p>Principal Parent Liaison SSC Teachers</p>	<p>07-08 School Year</p>	<p>Staff salaries PTA funded activities</p>	<p>WSF, CD, SI, LEP, Title I.</p>

<p>5.2 Ongoing communication with parents:</p> <ul style="list-style-type: none"> a. Through school provided workshops, parent-teacher conferences and the school newsletter, Parents of children who have not met the State’s proficient and advanced levels of student academic achievement in reading and mathematics will be encouraged to continue working with their children at home on the extended learning homework lessons b. GATE parent representative and GATE Coordinator will hold informational parent meetings to describe the GATE program and issues of concern to GATE parents. They will also hold informational meetings for all parents to describe the identification process and the GATE program c. Parents will receive School-Home Compact with specific guidelines to support their children at home and at the school level. d. Parent/teacher conferences will be held semi-annually e. The school will continue to use the District’s automated school wide phone tree system to enable better and more efficient communication with school community f. Through SSC sponsored events and meetings, Principal’s Chats and Principal’s Newsletter the parents will be kept informed of the school’s progress as related to test scores, State and Federal improvement programs and programmatic changes to address achievement issues 	<p>Principal IRF Parent Liaison GATE Coord.</p>	<p>07-08 School Year</p>	<p>Staff salaries</p>	<p>WSF, CD, LEP, SI, Title I.</p>
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE.</p> <ul style="list-style-type: none"> a. 1% of Title I funds will be used to increase parental involvement in accordance with section 1118, such as family literacy services 	<p>Principal Parent Liaison GATE Coord.</p>	<p>07-08 School Year</p>	<p>Staff salaries Parent related activities</p>	<p>Title I, LEP. CD, WSF WSF Special ed. PTA</p>

<ul style="list-style-type: none"> b. Parents of student with disabilities will be informed of their child’s progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP c. Extracurricular events will be offered for students and parents, with a particular emphasis on involving EL students’ families, Latino student’s families, African American students’ families and the families of students receiving Special Education services. These events /activities are culturally relevant. d. GATE coordinator and GAC parent representative will write articles regularly for Noticias or post information to keep the school community informed of the GATE program and or to hi-light information about gifted education and issues of interest to parents of GATE students e. ELAC will actively recruit EL parents to become members and to take other leadership roles at the school. f. ELAC will continue with an active role in informing the SSC and the school at large of the needs of EL families 				
<p>5.4 Providing education opportunities for parents:</p> <ul style="list-style-type: none"> a. Regular workshops will be held on topics of interest to parents with a particular focus on increasing the capacity of parents to monitor child’s academic progress such as: Holding an Effective Parent/Teacher Conference; California Content Standards as a Tool for Parents; Strategies for helping children at home and other topics. Advanced bilingual notice will be given prior to each event. And, translation will be provided at all workshops. <ul style="list-style-type: none"> b. The SSC will form a subcommittee to monitor and support the implementation of the parent workshops 	<p>Principal Parent Liaison Teachers IRF SSC</p>	<p>07-08 School Year</p>	<p>District funded position (Parent Liaison) Staff salaries PTA funded activities</p>	<p>WSF, Title I, LEP, CD, SI. PTA</p>
<p>5.5 Involvement of community partners:</p>	<p>Principal</p>	<p>07-08 School Year</p>		

<ul style="list-style-type: none"> a. Local community will be invited to school-wide events. b. Community support of school initiatives will be sought, through local businesses and community groups 	Parent Liaison PTA			
<p>5.6 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> a. Parent liaison will provide attendance records for school events and the principal will provide reports to the SSC regarding the implementation of the above actions at least one time each trimester 	Principal Parent Liaison SSC	07-08 School Year		

SCHOOL SITE COUNCIL MEMBERSHIP

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
		X					
Numbers of members of each category		1					

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:

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

ENGLISH LANGUAGE ADVISORY COUNCIL MEMBERSHIP

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

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

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

SCHOOL ADVISORY COMMITTEE MEMBERSHIP

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

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

RECOMMENDATIONS AND ASSURANCES

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

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

Attested:

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

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