

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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



Francis Scott Key Elementary School
School

38-68478-6041008
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.

ACADEMIC PROGRAM SURVEY

The Academic Program Survey (APS) is an assessment tool developed by California Department of Education (CDE) for schools to examine implementation of the nine Essential Program Components (EPCs) which serves as a guide for schools to improve student academic achievement and identify areas of strength and weakness. Submit the completed APS to your Assistant Superintendent separate from the Academic Plan and Budget.

Each component will be rated on a scale of 0 to 3, as follows (**BOLD** the appropriate rating):

- 3** – Full level of implementation
- 2** – Substantial level of implementation
- 1** – Partial level of implementation
- 0** – Minimal level of implementation

All components in the academic survey must receive at least a rating of 2 for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation.

<p>1. Instructional Program To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math – “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <p>Intervention</p>
<p>2. Instructional Time To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students – “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students – “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students – “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <p>Math: 3 2 1 0</p> <p>Intervention</p>
<p>3. Principals’ Instructional Leadership To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum – “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year – “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 – “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 – “2 - Substantially” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year – “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training – “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>

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<p>5. Student Achievement Monitoring System(s) To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being <u>used in a timely manner to determine student progress and modify instruction</u> - “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u> - “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered - “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>6. Ongoing Instructional Assistance and Support for Teachers To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials - “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers - “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers - “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school - “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels - “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels - “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

DATA SUMMARY

(To be provided by Research, Planning and Accountability, format TBD)

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

The following questions will help you reflect on current educational practices at your school and its impact on improving student achievement, and to craft your academic plan for the 2007-2008 school year:

Currently, what are the two or three (2-3) key objectives for the school in 2006-2007 (across the five District goals)? For each objective, please briefly answer the following questions, if applicable:

- a) **What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**
- b) **What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**
- c) **How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**
- d) **What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**

Current-Year Objective 1: At least 50% or more students in Grades 2-5 will achieve at proficient or advanced level on CST/Language Arts as measured by their performance on the 2007 CST.

- a) Through Houghton Mifflin training and other District workshops, teachers will acquire new teaching strategies in working with below level and average students.
- b) Houghton Mifflin summer workshops were not available to our teachers last summer. Not all teachers attended the HM trainings before, and not all teachers have followed their professional development plan. Rather than having teachers voluntarily attend professional development workshops, we would like to provide the training on-site.
- c) SBCP and Title I funds have been allocated to release teachers for workshops and conferences.
- d) Two classes have been added to our after school program to provide extended learning for students. Additional 48 students have benefited from the extended learning opportunities.

Current-Year Objective 2: Teachers will continue to improve their teaching practices by moving at least 25% of the students from basic to proficient level on CST ELA '07.

- a) Rubrics and anchors for writing and comprehension strategies will be posted in each classroom's Focus Walls. Reading and spelling lists will be sent home. Each class will participate in Spelling Bee Contest in January 2007. Certificates and incentives will be given to students for improvement in academic subjects.
- b) Focus wall features are not necessary the same in every class. There is a lack of school-wide practice. A Leadership Team is formed to identify the best practices and make them school-wide.
- c) Teachers from the Leadership Team have been released four times this year through the Title I funds. The Leadership Team opened the discussions with the teachers on assessments and helped identify school-wide assessment tools at every grade level.
- d) PTA funded 6 computers to be added to our computer lab this year. It allows the whole class of students in grades K-3 to go into the computer lab instead of half a class at a time which resulted in an increase of computer time.

Current-Year Objective 3: To reduce the number of reported incidents on teasing and name-calling amongst students by 20% in the 2006-2007 school year.

- a) Teachers will provide lessons on bullying, teasing, and name-calling to encourage proper social behavior from students. Character education with monthly themes will be implemented to promote good characters. Book prizes will be awarded to students with reward tickets once a week through a raffle draw. Too Good For Violence curriculum will be included as part of the health lessons. All teachers will receive training in the Caring School Community Program and fully implement the suggested curriculum.
 - b) Being that this is our first year in Caring School Community (CSC), teachers are still learning how to hold their class meetings and how to improve their facilitation skills. Two teachers leaders have been identified but they have not received any training until the second semester. We will continue with the CSC program next year to build a stronger community amongst the students, parents, and staff.
 - c) The CSC is funded by the District this year through a grant. WSF funds will be used next school year to provide teacher leaders the release time for training.
 - d) The District has provided training for our teachers several times this year. Lori Murakami and Noam Szoke accompanied me to observe in our classrooms four times this year and provided feedback for the teachers. There is a slight improvement in students' interaction in the yard but continuation in the program is necessary to further eliminate student conflicts and bullying.
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Priorities for 2007-2008

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP targets. Below are the data conclusions for each of the five District Goals and the school's key objectives and strategies for the upcoming 2007-2008 school year.

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

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

Based on the 2005-2006 CST results:

- 52% of our Grade 3 students scored below the proficient level in ELA.
 - 50% of our AA students scored below the proficient level in ELA & Math.
 - 86% of our Latino students scored below the proficient level in ELA.
 - 36% of our Grade 4 students scored below the proficient level in Math.
 - None of the 7 Latino students scored at the proficient level or above in Math.
 - Average score for students in Grades 4 & 5 in Number Sense, Measurement, and Geometry was less than 75% correct.
 - Special education students performed at or above grade level in ELA: 22% in Grade 2; 0% in Grade 3; 0% in Grade 4; 10% in Grade 5.
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Key Objectives for Goal 1

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

Objective 1: Following a year of assessment driven differentiated instruction, there will be at least a 5% increase of students scoring at the proficient level or above on the 2007-2008 CST in ELA and Math, especially the AA and Latino students.

Objective 2: Using a variety of math drills and strategies, students in Grades 2-5 will show at least a 5% increase of average score in Number Sense, Measurement & Geometry in the 2007-2008 CST Math.

Key Strategies for Goal 1

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

Key Strategy 1: Teachers will use a variety of research-based strategies to increase students' reading comprehension and vocabulary in language arts and math.

Key Strategy 2: Teachers will analyze students' standardized & non-standardized assessment data periodically and use school-wide assessment tools to collect students' performance data to inform instruction.

Goal 2: Academic Equity

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

Data Conclusions for Goal 2

Questions to cover:

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

Key Findings:

Based on the 2005-2006 CST results:

- 57% of our EL students (total) scored below the proficient level in ELA.
- 57% of our EL students in Grade 3, 63% in Grade 4, and 71% in Grade 5, scored below the proficient level in ELA.
- Proficiency level of EL students in Grades 4 and 5 dropped 16% and 11% respectively in Math.
- Proficiency level of non-EL students in Grade 3 dropped 12% in Math.
- 31% of our EL students scored below the proficient level in Math.
- Special education students performed at or above grade level in ELA: 22% in Grade 2; 0% in Grade 3; 0% in Grade 4; 10% in Grade 5.
- 100% of the GATE students moved from basic to proficient or advanced in ELA & Math.

Key Objectives for Goal 2

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

Objective 1: Following a year of effective teaching strategies in ELD instruction and sheltered English lessons, at least 48% of our EL students will score at the proficient level or above in the 2007-2008 CST ELA.

Objective 2: Using a variety of teaching strategies including math vocabulary development and native language support, EL students in Grades 4 and 5 will improve their math performance by at least 7% at the proficiency level or above in the 2007-2008 CST Math.

Key Strategies for Goal 2

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

Key Strategy 1: Teachers will utilize systematic ELD components such as focus on form within a meaning-based context and instruction through comprehensive input to optimize learning of EL students.

Key Strategy 2: Teachers will introduce new math concepts to EL and special ed students using simplified English and sheltered English approach. Use different instructional approaches to help the EL and special ed students acquire the key math vocabulary.

Goal 3: Instruction Improvement

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

Data Conclusions related to Goal 3

[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]

Key Findings:

Based on the 2005-2006 CST results:

- Average score in Reading Comprehension for students in all grades was below 69% correct.
- Average score in Writing Strategies was below 66% correct in all grades except for 3rd grade.
- Percentage of students who scored at a performance level of 4 or higher in California Writing Standards was 86%, a drop of 8% from the previous year.
- Special education students performed at or above grade level in ELA: 22% in Grade 2; 0% in Grade 3; 0% in Grade 4; 10% in Grade 5.
- 100% of the GATE students moved from basic to proficient or advanced in ELA & Math.

Key Objectives for Goal 3

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

Objective 1: Following a year of professional development and focused instruction, the average score in Reading Comprehension and Writing Strategies will be increased to at least 72% in the 2007-2008 CST ELA.

Objective 2: Using the instructional strategies from the new Houghton Mifflin Writing Initiative, at least 90% of the students will score at the performance level of 4 or higher in the 2007-2008 CST California Writing Standards.

Key Strategies for Goal 3

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

Key Strategy 1: Teachers will improve their current instructional practices through the professional development workshops, feedback and support from a Literacy Coach, and grade level/cross-grade level discussions.

Key Strategy 2: Teachers will utilize the teaching strategies from the new Houghton Mifflin Writing Initiative and meet in grade level teams to develop a school-wide writing program to improve the teaching and learning in writing for all students.

Goal 4: School Climate

Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Data Conclusions for Goal 4

[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]

Key Findings: The following findings are based on faculty, staff, and parents' input:

- Inadequate lighting in the school yard at night
- Odor, graffiti, and vandalism in the students' restrooms especially the boys'
- Cleanliness in the school yard
- Damaged, deteriorated, and rusty fence not repaired
- Needs more supervision in the cafeteria and school yard
- Torn window and stage curtains and stage screen
- Funding and support for the Garden Project
- Replacement of broken classroom furniture
- Continuation of the nutrition and healthy eating program
- Continue to build a caring school community
- Maintain students' crossing safety and reduce traffic congestion
- More yard games on the playground
- Earthquake and tsunami emergency preparedness

Key Objectives for Goal 4

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

Objective 1: To maintain a clean, safe, and positive school environment for staff, students, and parents by having corrective actions to the concerns in the key findings by December 2007.

Objective 2: To strengthen the emergency preparedness and revise the emergency response plan by October 2007 and provide training to the faculty and staff on the revised plan.

Key Strategies for Goal 4

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

Key Strategy 1: To establish a School Climate Committee to prioritize and address the areas of concerns in the key findings.

Key Strategy 2: To work collaboratively with the Emergency Response Team and PTA to improve the emergency preparedness and to review and revise the current emergency response plan.

Goal 5: Parent and Community Involvement

Significantly increase the involvement of a broad base of parents and community at the school level.

Data Conclusions related to Goal 5

[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]

Key Findings:

- Not all elected parents on the School Site Council attend our monthly SSC meetings.
- Back-to-School Night and parent conferences were well attended with approximately 75% participation. However, there is a lack of Chinese translators available at the parent conferences.
- Fewer parents attended the second community meeting.
- Parent leadership is limited to a small group of people. It has been a struggle to recruit parents to serve on the School Site Council and PTA.
- Volunteers are needed in the school yard to help supervise games during recesses.
- There is a high percentage of Chinese speaking parents at FS Key, but they are under-represented at the leadership level.

Key Objectives for Goal 5

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

Objective 1: To increase the number of parent participation at the monthly PTA and SSC meetings, as well as parent workshops, especially the Chinese-speaking parents by 10%.

Objective 2: To increase the number of parent leaders and parent volunteers at our school meetings and events by at least 20%.

Key Strategies for Goal 5

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

Key Strategy 1: Review and improve our parent outreach plan.

Key Strategy 2: Identify potential parent leaders and empower them to assume leadership roles in different capacities.

ACTION PLAN

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the key objectives and implement the key strategies set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards:

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Teachers will use a variety of research-based strategies to increase students' reading comprehension and vocabulary in language arts and math.</p> <ul style="list-style-type: none"> • High leverage activities #1 - Teachers will receive two professional development workshops in reading comprehension and vocabulary building to identify effective instructional strategies to enhance students' success. • High leverage activities #2 - Each teacher will identify 5 to 7 focal students to develop an Individual Learning Plan for each student. Priorities are given to AA, L, EL, and special ed students. • High leverage activities #3 - Extended learning opportunities (After School Program) will be provided for all focal students. After school program Lead Teacher and instructors will help implement the goals on their Individual Learning Plans. 	<p>August 2007 - November 2007</p> <p>October 2007</p> <p>August 2007 – June 2008</p>		\$15000	Title I	Literacy Coach Teaching & Learning

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

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

<ul style="list-style-type: none"> • Key Strategy 2: Teachers will analyze students’ standardized & non-standardized assessment data periodically and use school-wide assessment tools to collect students’ performance data to inform instruction. • • High leverage activities #1 <ul style="list-style-type: none"> - The principal and teachers will analyze Cruncher data to identify areas of strengths and needs. Houghton Mifflin 6-8 Week Skills Assessments from SCOE (Sacramento County Office of Education) and Chapter Tests from Harcourt Math will be used to assess students’ performance. School-wide assessment tools will be used to collect students’ data. It will be used to inform teachers on their lesson planning and adjustment in their instructional approach. CST data will be presented to the SSC in September. It would also be used to make revisions on the Final Academic Plan in the Fall. • High leverage activities #2 <ul style="list-style-type: none"> - Math Wall with math vocabulary words and concepts will be kept in every classroom. Math drills, Minute Math, Bellworks, Daily Bite, and math games & quizzes will be given to students daily and weekly. • High leverage activities #3 <ul style="list-style-type: none"> - Students in Grades 3-5 will practice their language arts, math, and science skills using the Brainchild program on the computer at home and in school throughout the year. Teachers will monitor their progress monthly and will provide a report to their parents quarterly on their mastery of the standards. 	<p>August 2007 September 2007 Quarterly</p> <p>Ongoing</p> <p>Ongoing</p>		<p>\$3000</p> <p>\$2000</p> <p>\$8000</p>	<p>Title I/SI/LEP</p> <p>Title I/SI/WSF</p> <p>Title I/SI/WSF</p>	<p>CST Data from Assessment Office</p>
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Monitoring and Assessment for Goal 1

Questions to cover:

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

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>Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date⁴ Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>District Support(s) Needed</p>
<p>Key Strategy 1: Teachers will utilize systematic ELD components such as focus on form within a meaning-based context and instruction through comprehensive input to optimize learning of EL and special ed students.</p> <ul style="list-style-type: none"> • High leverage activities #1 - On Our Way To English instruction is implemented school-wide daily with students grouped according to their CELDT levels. Appropriate level readers will be used to supplement the ESL program. An EL Library is established to provide additional instructional support for EL students. It contains teacher resource materials, books on tapes, and phonics leveled readers from Scholastic and Lakeshore. • High leverage activities #2 - Teachers will receive professional development training on how to differentiate their instruction and to utilize ELD instruction and Universal Access more effectively. • High leverage activities #3 - An additional class will be added to the after school program for the EL students for extended learning. ELD trained and bilingual instructors will be hired to provide additional ESL support and native language instruction in math. • High leverage activities #4 - A Chinese bilingual paraprofessional will help provide instructional 	<p>Ongoing</p> <p>October 2007</p> <p>September 2007 – June 2008</p> <p>August 27, 2007 – June</p>		<p>\$5000</p> <p>\$10000</p> <p>\$20970</p>	<p>ELAP/LEP</p> <p>LEP</p> <p>Title I SIP</p>	<p>Literacy Coach Teaching & Learning</p>

³ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

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

<p>support and native language assistance as needed to our Title I and EL students daily.</p>	<p>13, 2008</p>				
<p>Key Strategy 2: Teachers will introduce new math concepts to EL and special ed students using simplified English and sheltered English approach. Use different instructional approaches to help the EL and special ed students acquire the key math vocabulary.</p> <ul style="list-style-type: none"> • High leverage activities #1 <ul style="list-style-type: none"> - Use math manipulative and visual aids to increase comprehension of math concepts. Teach them key math vocabulary in word problems. • High leverage activities #2 <ul style="list-style-type: none"> - Provide workshops to parents to inform them about the math standards and to provide strategies for them to help their children with math at home. • High leverage activities #3 <ul style="list-style-type: none"> - Teachers will closely monitor EL students' performance through their daily assignments, chapter tests, LALAR, Brainchild program, and student portfolios, etc. Some lessons will be re-taught as needed. Teachers will also share the Individual Learning Plan with the parents and after school program Lead Teacher and instructors to seek their support in reaching the learning goals. 	<p>Ongoing</p> <p>November 2007</p> <p>Ongoing</p>		<p>\$1000</p> <p>\$300</p>	<p>WSF</p> <p>WSF</p>	

Monitoring and Assessment for Goal 2

Questions to cover:

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

Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Teachers will improve their current instructional practices through the professional development workshops, feedback and support from a Literacy Coach, and grade level/cross-grade level discussions.</p> <ul style="list-style-type: none"> • High leverage activities #1 - Teachers will receive professional development workshops and coaching from a Literacy Coach to improve their current instructional practices in reading instruction. • High leverage activities #2 - The Steering Committee (Leadership Team) will continue to meet bimonthly to collect information on current teaching practices and to lead the discussions in making some of the successful practices school-wide. • High leverage activities #3 - Teachers will meet in grade level teams and cross-grade levels to share their successful teaching practices. They will develop team teaching plans and schedule buddies activities throughout the year. 	<p>September 2007</p> <p>Bimonthly</p> <p>Monthly</p>		<p>\$2500</p>	<p>SIP</p>	<p>Literacy Coach Teaching & Learning</p>
<p>Key Strategy 2: Teachers will utilize the teaching strategies from the new Houghton Mifflin Writing Initiative and meet in grade level teams to develop a school-wide writing program to improve the teaching and learning in writing for all students.</p> <ul style="list-style-type: none"> • High leverage activities #1 - Teachers will receive training on the District-wide Writing Plan on 	<p>Fall 2007</p>				<p>Teaching & Learning</p>

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

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

<p>how to implement a school-wide writing program.</p> <ul style="list-style-type: none"> • High leverage activities #2 <ul style="list-style-type: none"> - Teachers will collect monthly writing samples from the students, display the writing anchors in the classrooms, and communicate to the students/parents the anchors and rubrics. Teachers will also use science and social studies content to teach writing strategies and structures. • High leverage activities #3 <ul style="list-style-type: none"> - Teachers will meet in grade level teams to discuss how they can utilize the Reading Writing Workshop from the Houghton Mifflin Program to: 1) guide students through the writing process; 2) instruct students in specific writing genres; and 3) apply foundational writing strategies, applications, and conventions. • High leverage activities #4 <ul style="list-style-type: none"> - The computer teacher and paraprofessional will provide daily instruction to students at all grade levels. There will be much emphasis on phonics, writing, desktop publishing, research, multi-media projects, and Brainchild practice. Teachers will receive technical support and training from the computer teacher throughout the year. 	<p>Fall & Spring semesters</p> <p>Ongoing</p>		<p>\$27586 \$77702</p>	<p>WSF Title I SIP LEP</p>	
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Monitoring and Assessment for Goal 3

Questions to cover:

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

Goal 4: School Climate

Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: To establish a School Climate Committee to prioritize and address the areas of concerns in the key findings.</p> <ul style="list-style-type: none"> • High leverage activities #1 - The School Climate Committee will work closely with the custodial team, PTA, noon supervisors, and the Facilities and Planning Department to improve the school cleanliness, auditorium appearance, yard and street crossing safety. • High leverage activities #2 - The school will continue to implement the Caring School Community Program to improve the school climate and students' social behavior at school. Two teacher leaders will receive four trainings from CSC to help facilitate the discussions amongst the faculty to enhance the CSC program. Under the guidance from the Health Advocate, each teacher will teach 20 health education lessons from the Too Good For Drugs and Too Good For Violence curriculum. • High leverage activities #3 - The Garden Committee will work closely with the PTA to build a garden in the school yard to beautify the school environment and to allow students the opportunity to assume responsibilities of maintaining a garden as well as to acquire knowledge from plant growth lessons. • High leverage activities #4 - Student Attendance Review Team meets every Tuesday morning to monitor students' tardiness and poor attendance. Student Success 	<p>Ongoing</p> <p>Ongoing</p> <p>Fall 2007</p> <p>Ongoing</p>		<p>\$2000</p> <p>\$2000</p>	<p>WSF</p> <p>PTA & Grants</p>	<p>Caring School Community Team</p>

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

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

<p>Team meets biweekly to discuss successful intervention strategies for the targeted students. The Learning Support Consultant and Nutrition Coordinator will provide appropriate services to support students' learning.</p>					
<p>Key Strategy 2: To work collaboratively with the Emergency Response Team and PTA to improve the emergency preparedness and to review and revise the current emergency response plan.</p> <ul style="list-style-type: none"> • High leverage activities #1 The principal, Emergency Response Team, Crisis Response Team and PTA will review and revise the emergency preparedness plan as well as the emergency response procedures. Earthquake and tsunami drills will be conducted at least two times a year. Students and faculty will practice evacuation and relocation in case of emergency. Teachers will participate in the SHPD training on CRT, SPARK, and other workshops. • High leverage activities #2 - The school will take stock of the emergency food and water supplies with assistance from the PTA to help families purchase the Emergency Kits for the students. Parents will be informed of the school's emergency plan and the student release procedures. • High leverage activities #3 - The principal and special education teachers will develop the wheelchair evacuation plan for each physically handicapped student. Special education faculty and staff will practice using evacuation chair monthly. 	<p>October 2007 January 2008 March 2008</p> <p>October 2007</p> <p>September 2007 – May 2008</p>				

Monitoring and Assessment for Goal 4

Questions to cover:

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

Goal 5: Parent and Community Involvement

Significantly increase the involvement of a broad base of parents and community at the school level.

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Review and improve our parent outreach plan.</p> <ul style="list-style-type: none"> • High leverage activities #1 - The principal will work collaboratively with the Elementary Advisor to reach out to parents through monthly newsletters, personal phone calls, and personal invitations. • High leverage activities #2 - Continue to provide childcare, food, and translation at all parent meetings and special evening events. Encourage students to bring their parents to the meetings by providing Homework Pass and movies night to them. Give door prizes to parents and give away raffle prizes as incentives for their participation. At least 1% of our Title I funds will be allocated to promote parent participation. • High leverage activities #3 - Identify two Room Parents in each classroom and solicit their help in reaching out to other parents. 	<p>Ongoing</p> <p>Ongoing</p> <p>September 2007</p>		<p>\$500</p>	<p>WSF</p>	
<p>Key Strategy 2: Identify potential parent leaders and empower them to assume leadership roles in different capacities.</p> <ul style="list-style-type: none"> • High leverage activities #1 - Solicit current parent leaders to encourage other parents to assume some responsibilities. Provide support and training for these potential parents to grow into their leadership. • High leverage activities #2 - Our Elementary Advisor will solicit at least 15 Chinese parents to 	<p>Ongoing</p> <p>Ongoing</p>				

⁹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

<p>participate in every school meetings (i.e., PTA, SSC, etc.) and at least 100 of them will attend other evening functions (i.e., Back-to-School Night, parent workshops, Science Fair, etc.)</p> <ul style="list-style-type: none"> • High leverage activities #3 - Roles and responsibilities of PTA Executive Board Members, SSC members, classroom volunteers, and GATE Council representative will be clearly explained to all parents. Teachers will help identify potential parents to fulfill these roles. Parent workshops on standards, assessments, reading, math, parenting, nutrition education, GATE program, etc. will be scheduled every other month. 	<p>September 2007 – June 2008</p>				
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Monitoring and Assessment for Goal 5

Questions to cover:

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

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
David Wong		X					10/18/06
Lily Lee			X				10/18/06
Lida Liu			X				10/18/06
Megan Talbert			X				10/18/06
Janis Tom			X				10/18/06
Chor Pang			X				10/18/06
Emilie Frankos				X			10/18/06
Jennifer Pearson					X		10/18/06
Sophin Lang					X		10/18/06
Ed Cuff					X		1/17/07
Riham Hany					X		2/21/07
Amy Wong					X		10/18/06
Annie Zhao					X		10/18/06
Raymond Lie					X		10/18/06
Numbers of members of each category		1	5	1	7		

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
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.

(Our ELAC voted to relinquish its duties and responsibilities to our SSC on February 21, 2007)

School Advisory Committee (SAC) Membership

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

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

(Our SAC voted to relinquish its duties and responsibilities to our SSC on February 21, 2007)

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: February 6, 2007
 - B. One meeting to present plan upon its completion.
DATE: March 6, 2007
7. This school plan was adopted by the school site council on: March 14, 2007.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

<u>David P. Wong</u>	_____	<u>3/15/07</u>
Typed name of school principal	Signature of school principal	Date
 <u>Jennifer Pearson</u>	 _____	 <u>3/16/07</u>
Typed name of SSC chairperson	Signature of SSC chairperson	Date