

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Francisco Middle School
School

38684786059844
CDS Code

April 13, 2007
(Final)

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.

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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?

Preface:

Last year, the Francisco School Site Council members were unable to reach agreement on the 2006-07 Academic Plan and an impasse was declared. At that point, the District made necessary revisions, the plan was submitted and the process moved forward. With the start of School Year 2006-07, a new administrative leadership team was assigned and SSC elections and the selection of SSC Officers took place.

It has been the intention of this Administration and School Site Council to build anew the process of academic planning at this site. We have carefully surveyed all stakeholders and have received an overwhelming response to our requests for input, with 38% of parents returning the parent survey, 100% of students and 70% of staff responding to their individual surveys. Numerous meetings have occurred within departments and grade levels, and two lively community meetings were conducted.

We realize our site plan is ambitious in its scope, however we felt it was important to take full advantage of the collective thinking from this process to capture this strategic plan for the next and future years.

Current-Year Objective 1: All students will demonstrate significant growth as measured by standardized test scores to reduce the achievement gap in English Language Arts. At least 5% or more of the Far Below Basic and Below Basic students will score Proficient or above on the CST in ELA.

The 2006-07 Academic Plan has been a challenging document to implement due to its history and lack of ownership by staff. However, this year all staff have worked collaboratively to address student achievement: Staff agreements for this year include: participation in MSTLI for

all content areas; development of activities to support focal students; the establishment of the use of the BBC in all classrooms; daily informal classroom visits by administration, uniform focus on California Teaching Standards and on specific instructional strategies, including ways to increase student engagement and use of methods to check for understanding. All of these strategies were intended to promote student achievement and minimize the achievement gap.

In addition, 140 students were enrolled in on-site After School services through additional District and community resources. 60 students receive individual student support services including counseling and mentoring. These services are intended to support both the academic, social and emotional development of students, with our focal students our priority. These services are provided by the Francisco Connection Collaborative which creates partnerships between the school and the community.

Current-Year Objective 2: Instruction in every classroom will represent standards-based instruction using current adopted texts for all students

At the beginning of the school year we determined there was a serious shortage of numerous textbooks and workbooks. An exhaustive inventory was conducted and textbooks were purchased to permit all students copies of adopted texts.

Once the teachers agreed to participate in MSTLI, department meetings focused on implementing standards based instruction in all classrooms as well as beginning the process of implementing benchmark assessments across departments. For Newcomer students, our Title VII coordinator, in collaboration with science teachers developed units of study in science which were modified and translated into Mandarin, Arabic, and Spanish and included language-rich activities in English.

The need for the inclusion of technology in instructional practice and student activities prompted the discussion of long-range planning for technology integration. To that end, though a small step, a technology paraprofessional was funded to assist staff in accessing programs aimed at accelerating learning for students, particularly ELL and Title I students. Unfortunately, there have been delays in implementation due to hiring challenges. It is our hope with the funding of a CTIS included in this new Academic Plan, as well as the generous Levi Strauss Corporation donation of 40 computers for classroom use, academic rigor and accelerated learning will be supported with technology resources.

Current-Year Objective 3: All FMS community members will know and practice our school wide agreements for classroom and campus conduct. Students will be in class, resolving conflicts using the positive behavior plan and the suspension rate will continue to decrease.

During the Fall semester, 2006, 5 staff members attended the BEST training and developed a plan for implementation. Rules were reinforced for classrooms and established for common areas

on campus and were shared with students during grade level meetings. Student council members developed posters to remind students of common area rules.

An 8th grade contract was developed and distributed in October 2006, establishing guidelines for participation in graduation activities. Parents and students were required to sign this document.

In comparing the suspension rate from the previous year, the number of suspensions for this school year has declined by 33%.

Upon surveying the literature related to Peer Educators and Peer Mediators, the SSC funded a Peer Resources position based on the revised budget for 2006-07 citing a number of advantages to this instructional method: For example, He who teaches others, teaches himself; students are more highly motivated to achieve when involved in tutoring relationships; academic achievement is higher using peer educators than in some other forms of instruction. (George, Paul. The Exemplary Middle School

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

Key Findings:

English Language Arts:

Of the 5 subgroups with more than 50 students at our school, there is an achievement gap between the groups in their performance on the 2006 CST ELA test.

- African American students at or above Proficient dropped an average of 4.9%
- Chinese students at or above Proficient dropped an average of 13.5%. The impact of the addition of the Chinese Newcomer Program had a significant impact in the drop of the percentage of students scoring Proficient or above as demographics have changed.
- Filipino students at or above Proficient increased an average of 14.5%.
- Latino students at or above Proficient increased an average of 4%.
- Other Non-white students at or above Proficient decreased an average of 5.9%
- Overall, Grades 6-8 showed a decline of 5.3%

By grade level, the following findings are observed:

- Grade 6: Showed a decline in number of students at or above Proficient by 8.1%
- Grade 7: Showed a decline in number of students at or above Proficient by 10%
- Grade 8: Showed an increase in number of students at or above Proficient by 2.4%

Students by Ethnicity	Proficient/Advanced 2006	Proficient/Advanced 2005	Difference
Grade 6-8			
African American	10.3%	15.2%	-4.9%
Chinese	29.7%	43.2%	-13.5%
Filipino	47.4%	32.9%	14.5%
Latino	26.8%	22.8%	4.0%
ONW	26.8%	32.7%	-5.9%

Math:

Of the 5 subgroups with more than 50 students at our school, there is an achievement gap between the groups in their performance on the 2006 CST Math test.

- *The African American subgroup decreased the number of students at Proficient or above by .7% in Math.*
- *The achievement gap for the African American subgroup widened in Math with 9.5% of students at Proficient or above in 2005 to 8.8% students at Proficient or above in 2006.*
- *The Chinese subgroup decreased the number of students at Proficient or above by 1.9%*
- *The Filipino subgroup increased the number of student at Proficient or above by 14.2%*
- *The Latino subgroup increased the number of students at Proficient or above by 16.3%.*
- *The Other Non-White subgroup decreased the number of students at Proficient or above by 2.3%*
- *The number of students in grades 6 & 7 scoring at or above Proficient dropped an average of 4.2%*
- *The number of 8th grade students scoring at or above Proficient in General Math increased by 26.9%*
- *The number of 8th grade students scoring at or above Proficient in Algebra increased by 17.9%*

Students by Ethnicity	Proficient/Advanced 2006	Proficient/Advanced 2005	Difference
Grade 6-8	2006	2005	
African American	8.8%	9.5%	-0.7%
Chinese	54.2%	56.1%	-1.9%
Filipino	45.6%	31.4%	14.2%
Latino	31.7%	15.4%	16.3%
ONW	30.4%	32.6%	-2.2%

Additionally:

- *Within the school year 2006-07, the population of English Language Learners in our Newcomer Program has increased by approximately 50%.*
- *Average scores in ELA dropped 3.3%*
- *Average scores in Math increased 1%*
- *Teacher survey indicates a need for math intervention curriculum for students performing at Basic, Below Basic and Far Below Basic at all grade levels.*
- *Community meeting discussion groups expressed parent request for more frequent progress reports such as progress reports mid-grading period.*
- *Community meeting discussion groups expressed parent desire for more rigorous, daily homework from core classes to ensure mastery and progress.*

Key Objectives for Goal 1

Objective 1: Students at all grade levels will demonstrate growth of at least 15% in English Language Arts and Math as measured by the CST.

Objective 2: To close the achievement gap, each targeted group, AA, ELL, SpEd, and C will meet their API target on the 2008 CST.

Objective 3: ELD students will show a 15% increase in their CELDT scores and in their scores on site-based assessments, for example, SAT Reading and Basic Structure Test.

Key Strategies for Goal 1

Key Strategy 1: Teachers will provide instruction that is aligned with content standards and utilizes a variety of research-based instructional strategies to respond to students' diverse needs.

Key Strategy 2: Teachers will meet by department and by grade level to collaboratively plan curriculum that articulates student learning outcomes and, with the support of MSTLI, conduct and analyze six-week benchmark assessments to improve instructional practice.

Key Strategy 3: Staff development activities will focus on analyzing data to identify areas of student need. Q-tel teachers and teacher leaders will meet with administration in August to identify several schoolwide strategies to be implemented in the Fall.

Key Strategy 4: Staff will strengthen collaboration of the Day School and After-school Programs to provide academic support for students, with priority given to focal students and those in the achievement gap, and make the concept of the "seamless day" a reality.

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

Key Findings:

The Newcomer Program, primarily Chinese speakers, but also including students from many other languages and educational backgrounds, has impacted our school. For example, at the opening of school 2006, there were 35 newly arrived Chinese Newcomer students enrolled in our school. Since that first day, 85 additional Chinese Newcomer students have been added to our roster in addition to another 15 Newcomer students of other language backgrounds.

English Language Arts:

Program	CST 05	CST 06	Difference
Soc Econ Disadv	33.7%	29.4%	-4.3%
SPED	4.9%	8.3%	3.4%
ELL	8.6%	7.9%	-0.8%

Math:

Program	CST 05	CST 06	Difference
Soc Econ Disadv	40.6%	43.6%	3.0%
SPED	3.4%	12.7%	9.2%
ELL	25%	35.5%	10.5%

Based on CST 2006 scores, the key findings were:

- *Average scores in ELA in these three populations dropped 1.7%*
- *ELL and SPED students show very low ELA scores*
- *Average scores in Math in these three populations increased an average of 7%*

Parent, teacher and student surveys indicate a need for more ongoing, planned student instruction in computer and media skills and in visual and performing arts.

Parent input indicated a need for more rigorous GATE instruction and expectations.

Teacher input indicated a need for instructional support in ELA and Math (i.e., coaching/content specialist) across all program areas.

Teacher input indicated the need for professional development in EL/SDAIE strategies and development of a more coordinated and rigorous curriculum for lower level ELL students.

There is a lack of District textbook materials in Chinese, and texts at appropriate English levels. Newcomer Program teachers need translation resources to provide comprehensive, standards-based instruction.

Key Objectives for Goal 2

Objective 1: Special Education students and English Language Learners will have access to the core curriculum and will be provided state-adopted textbooks and materials. As a result, they will demonstrate 15% growth in ELA and Math.

Objective 2: All students will have access to preparation for Algebra courses, grades 6-8. African American, Latino and Filipino 7th grade students, qualifying for Algebra courses in the 8th grade, will increase by 10% per subgroup. Two Algebra classes will be offered.

Objective 3: Students enrolled in the ELL program and students enrolled in Intervention or Strategic classes will qualify for program re-designation at a rate of 15% by June 2008.

Objective 4: In response to concern regarding student fitness and obesity issues, and through participation in the Alliance for a Healthier Generation, 70% of students will be in the healthy fitness zone for upper body strength and 70 % of students and will pass 5 of 6 fitness standards on the California Physical Fitness Test.

Key Strategies for Goal 2

Key Strategy 1: To provide access to the core curriculum for Special Education students, staff will work collaboratively to develop and administer six-week benchmark assessments and create student portfolios in core content areas.

Key Strategy 2: Teachers will provide differentiated instruction for GATE and High Potential and highly motivated students by offering learning opportunities that extend beyond the core curriculum.

Key Strategy 3: Targeted 7th grade students will be provided accelerated learning opportunities, including technology services to enable them to succeed on the UC Berkeley Algebra Readiness test.

Key Strategy 4: Instructional software will be identified and utilized to support the learning needs of focal, ELL and other targeted student populations in language arts and math.

Key Strategy 5: Students in Intervention and Strategic classes will receive specific and targeted instruction.

Key Strategy 6: The ELL department staff will strengthen ELD program goals, placement criteria, scope and sequence and instructional strategies in content area curriculum. Particular attention will be given to the development of Newcomer Program curriculum.

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

Key Findings:

Filipino students showed 14.5% growth in ELA
Latino students showed 4% growth in ELA
African-American students showed a decrease in -4.9% in ELA
Special Education students showed 3.4% growth in ELA
English-Learner students showed -0.8% growth in ELA
Teacher survey shows a need for instructional support in ELA and math.

Proficiency in ELA was lower than in Math.

Key Objectives for Goal 3

Objective 1: Through participation in the MSTLI program, all core subject teachers will analyze CST data through the use of Cruncher and OARS, use six-week benchmark assessment data and alternate assessments to measure student progress in the content performance standards.

Objective 2: Increase the professional development and collaborative planning time for teachers by 25% to focus on the development of units of study based on curriculum standards, specific assessments and instructional strategies intended to increase student achievement and engagement. This time will also include opportunities for teacher teams to develop curriculum units.

Objective 3: Utilize the California Standards for the Teaching Profession and the SFUSD Rubric for Professional Growth and Development to assess teachers' current performance level and set goals for performance for the school year. At least 40% of teachers will show growth in their performance level as measured by self-review and reflection using the District Rubric. Align teacher professional development activities with these standards.

Objective 4: Teachers' use of technology resources (computer lab, computers in the classroom and library) for classroom and extended activities in all school programs will increase by 25% to accelerate learning and support access to a comprehensive core curriculum as well as extensions beyond the core curriculum.

Key Strategies for Goal 3

Key Strategy 1: Teacher Leaders will continue to facilitate the use of six-week benchmark assessments for all core curriculum areas and the improvement of classroom instruction.

Key Strategy 2: Banked time will be used for teachers to participate in a minimum of twelve hours of professional development and collaborative planning. The focus will be an in-depth exploration of the elements of the California Standards for the Teaching Profession and on specific instructional strategies to increase student achievement and engagement. This dedicated time will be in addition to regularly scheduled grade level and department meetings.

Key Strategy 3: Teacher leaders and Administration will collaborate to develop a year-long professional development plan prior to August 2007.

Key Strategy 4: A scope and sequence for technology competency will be developed and aligned with the core curriculum. Through collaborative planning and the use of appropriate software, students will improve writing skills, reading fluency and core math skills.

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

Key Findings:

The student attendance rate has shown a slight improvement in absences, 96.29% in 2005, 96.63% in 2006. However, teacher reports indicate an increase in the number of students tardy to class.

There has been a significant reduction in the number of suspensions from the previous year. Of the 30 suspensions issued this school year 19 involved assault or mutual combat. Non-mandatory suspensions accounted for 90% of all FMS suspensions. Since there was no Peer Resources program at FMS in the school years 05-06 and 06-07, students have relied on administrators, teachers and counselors to resolve conflict, yet there is question as to whether students have developed conflict mediation skills.

The development of a school safety plan has highlighted areas where improvement is needed. Staff and students have focused on assuring a timely evacuation of the building and identifying safe destination sites.

While the staff has worked diligently to keep the school clean, safe and requests repairs in a timely fashion, the Francisco facility is in need of extensive updates in the East Wing and Annex Buildings to enhance a positive learning environment. In addition, particular attention is needed to assure these buildings have adequate telephone and internet wiring.

Key Objectives for Goal 4

Objective 1: School staff will use BEST program strategies to ensure that all FMS students know and practice our school wide agreements for classroom and campus conduct. By the first week of school, Fall 2007, all teachers will display and discuss FMS classroom and school wide rules with their students. In addition, grade level meetings will be conducted by administration and counseling staff. Rules and classroom expectations will be sent home to parents for their review and reinforcement.

Objective 2: Tardy and attendance rates will improve from 96.63% to 98% through the use of monitoring and positive behavior incentives. Students will increase their focus on academics by maximizing their in-class time.

Objective 3: Continue to decrease the number of non-mandatory suspensions by 15%.

Objective 4: All students will receive a minimum of 30 hours of health education curriculum, including the Second Step Violence Prevention Program. Also, families will have access to a minimum of two parent education workshops on adolescent health and well-being issues.

Objective 5: The Emergency Response Committee will organize professional development activities and update safety procedures and plans by November 2008.

Key Strategies for Goal 4

Key Strategy 1: Francisco Middle School (FMS) and Francisco Connection (FC) staff will collaborate to provide professional development, student assessment and assignment of resources to targeted students to improve student attendance, school involvement and academic participation. Resources will include counseling, mentoring, peer resource case management and referral to community agencies.

Key Strategy 2: All FMS community members will be knowledgeable of the school's emergency procedures, anti-harassment policies and resources available to resolve conflict. Through Peer Resource Programs, student assemblies, counseling sessions and classroom presentations all students will understand school behavior expectations.

Key Strategy 3: The school staff will implement an incentives program to encourage positive behavior. All students will have the opportunity to participate in peer education, support groups and conflict resolution activities to reduce negative behavior and increase positive student engagement in school-wide, problem-solving activities.

Key Strategy 4: All staff will be prepared to implement emergency procedures and to fulfill their responsibilities to keep the school safe and clean. They will participate in professional development in safety procedures.

Key Strategy 5: FMS staff and Francisco Connection staff will collaborate to provide resources and referrals to students and families needing additional health promoting and academic support services.

Goal 5: Parent and Community Involvement

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

Data Conclusions for Goal 5

Key Findings:

Based on parent survey response (38% returned) and verbal input from community meetings, the following patterns and trends are acknowledged:

- *Parents show interest in their children's' success by attending events and performances that include their children.*
 - *Language and cultural barriers present ongoing challenges to parent participation.*
 - *When communication with parents is provided through their primary language, there is a higher degree of participation.*
 - *We have learned that personal contact with parents increases parent participation.*
 - *Through surveys and community meetings parents have indicated a preference for having school activities occur outside of the regular school day.*
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Key Objectives for Goal 5

Objective 1: Increase parent attendance at parent conferences, SST's, Back to School Night, Family Night, and parent education workshops by 15%.

Objective 2: Increase the current number of parents and community members involved in school site leadership and advisory councils (SSC, ELAC, PTA, Francisco Connection Steering Committee) so that they represent a minimum of 30% of these bodies.

Objective 3: Increase the number of parent/classroom volunteers with the help of the parent liaison by 10%.

Key Strategies for Goal 5

Key Strategy 1: Collaborate with Francisco Connection and community partners to actively involve parents in decision-making and parent education.

Key Strategy 2: All staff will increase the quantity and quality of parent contact with family members of all under performing students, particularly focal students. Staff will communicate and work with families to foster collaboration to ensure student success.

Key Strategy 3: Facilitate ongoing communication with parents, especially in the dominant primary languages, through print, telecommunication, meetings, conferences, and school-wide events. All communication will be provided in the dominant primary languages.

Key Strategy 4: Engage diverse parent groups, particularly parents of our targeted groups, through parent education, targeted communication and volunteer opportunities.

Key Strategy 5: Cultivate key community supporters representing community agencies, local business, neighborhood associations and public safety groups.

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 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date-Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: Teachers will provide instruction that is aligned with content standards and utilizes a variety of research-based instructional strategies to respond to students' diverse needs.				
<ul style="list-style-type: none"> All teachers will align curriculum to California Content Standards. Content standards will be included in daily lesson plans and will be reviewed with students daily through the use of the BBC in all classrooms. Content standards will be posted in each classroom. Students will be able to state the aim and standard being presented in the lesson. Administrative checks will include lesson plan review and classroom observation. 	September - June	White boards, markers, erasers	WSF	
<ul style="list-style-type: none"> Language Arts and Reading teachers will use High Point, Prentice Hall, or other standards based intervention programs to provide strategic instruction for all students performing Basic and Below on the CST in ELA. Teachers will use district benchmark assessments or site based assessments to monitor progress of all students in Strategic or Intervention Language Arts and Reading classes at the semester. 	September – June	Instructional Matls	Title I	Teaching and Learning: MSTLI
<ul style="list-style-type: none"> Math teachers, the IRF and Administration will develop a Math intervention curriculum, 6-8, to bring all students to grade level proficiency. Intervention activities include use of technology and CTIS support. 	First Semester	Extended hourly Extended hourly pay	Title I SWP	Teaching & Learning: Math Consult
<ul style="list-style-type: none"> School will conduct a Spring Open House where student work is displayed in relation to content and performance standards. Students will present their work and demonstrate competencies related to the standards. 	Spring Semester	Refreshments	PTA	
<ul style="list-style-type: none"> Math Intervention activities will use a variety of research-based strategies, including flexible grouping, think-pair-share peer tutoring, and will incorporate the use of technology to accelerate learning. 	September - June	Instructional materials Software		Teaching and Learning: Math Consultant
<ul style="list-style-type: none"> As part of the sixth grade writing program, students, including advanced level EL students, will participate in the <i>Streetside Stories</i> literacy workshop using theater and storytelling to engage all students in the writing process. Students will publish autobiographical stories. 	October	Consultant		Discretionary Block Grant
Key Strategy 2: Teachers will meet by department and by grade level to collaboratively plan curriculum that articulates student learning outcomes and, with the support of MSTLI, conduct and analyze six-week benchmark assessments to improve instructional practice.	20			
<ul style="list-style-type: none"> Each grade level and each department will meet at least once every six weeks to: a) review results of benchmark and classroom 				

Monitoring and Assessment for Goal 1

- Intervention teachers will maintain a competencies portfolio for each student in their intervention classes. The portfolio will contain assessment results, grades and student work samples.
- Administrators will observe classrooms to ensure use of standards-based instruction in all classrooms, the comprehensive use of the Blackboard Configuration and the use of student exemplars for daily work and extended projects.
- Administrators will collect classroom rules and expectations, curriculum maps, and pacing guides from all staff.
- Staff will maintain documentation regarding six-week benchmark assessments.
- In order to monitor progress of all students' language development in reading, writing and speaking, teachers of EL, newcomer, and Chinese bilingual classes will meet at least every six weeks to review student data to monitor student academic progress, modify instruction and student placement to assure accelerated student learning.

Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date - Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: To provide access to the core curriculum for Special Education students, staff will work collaboratively to develop and administer six-week benchmark assessments and create student portfolios in core content areas.				
<ul style="list-style-type: none"> During collaborative planning time, Special Education teachers will utilize six-week benchmark assessments and meet with departments to analyze results. 	September – June			
<ul style="list-style-type: none"> Teachers of Special Education students who are mainstreamed will collaborate with core teachers 1-2 times per month during common planning time to monitor student progress, provide support in modifying instruction and develop alternative assessments for individual students in compliance with the IEP. 	September – June			
Key Strategy 2: Teachers will provide differentiated instruction for GATE and High Potential and highly motivated students by offering learning opportunities that extend beyond the core curriculum.				
<ul style="list-style-type: none"> The GATE coordinator will meet with GATE, Honors and other classroom teachers at least once per month to facilitate staff development involving strategies for differentiating instruction and creating student exhibitions that demonstrate students’ ability to extend beyond the core curriculum. The GATE coordinator will also facilitate the expenditure of funds provided by the district GATE Program and other funds to support these efforts. 	September – June			
<ul style="list-style-type: none"> The GATE coordinator will identify FMS students for participation in the Honors program as well as other enrichment opportunities. 	September – June			
Key Strategy 3: Targeted 7th grade students will be provided accelerated learning opportunities, including technology services to	September – April			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date - Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
enable them to succeed on the UC Berkeley Algebra Readiness test.				
<ul style="list-style-type: none"> Grade 6 and 7 Math teachers will collaborate to design pre-algebra units of study at the beginning of the spring semester. 	January			
<ul style="list-style-type: none"> The CTIS will offer support to Algebra and math teachers during common planning and/or extended hours by providing professional development in the use of software designed to address algebraic concepts. 	September – June	Software	Instruction and library materials and educational technology	
Keys Strategy 4: Instructional software will be identified and utilized to support the learning needs of focal, ELL and other targeted student populations in language arts and math.				
<ul style="list-style-type: none"> All students will be introduced to basic keyboarding skills for word processing of their early compositions. 	Fall Semester			
<ul style="list-style-type: none"> The CTIS will provide an orientation to technology and software resources available for all staff and classrooms at the beginning of the school year. Throughout the school year all teachers will collaborate with the CTIS to incorporate technology standards into the delivery of core curriculum. 	September- June	CTIS		
<ul style="list-style-type: none"> Student access to technology resources will be monitored through computer lab logs, documenting the frequency of use by school programs. 	September – June			
<ul style="list-style-type: none"> The LMIS will plan and implement one school wide library activity per semester, i.e., book fair, book giveaway, poster contest, or an activity to be determined. 	September – June			
Key Strategy 5: Students in Intervention and Strategic classes will receive specific and targeted instruction.				
<ul style="list-style-type: none"> Students scoring Basic, Below Basic and Far Below Basic in ELA as measured by the CST will be programmed into two daily Language Arts periods for intervention Language Arts or ELD classes. 	August			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date - Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<ul style="list-style-type: none"> The .8 Instructional Reform Facilitator (IRF) will support the intervention and strategic class program by assisting teachers with curriculum development, providing professional development in effective instructional practices and systems for monitoring student progress. The IRF will also facilitate the quarterly assessment of all student participants. 	September-June	IRF		
<p>Key Strategy 6: The ELL Department staff will strengthen ELD program goals, placement criteria, scope and sequence and instructional strategies in content area curriculum. Particular attention will be given to the development of Newcomer Program curriculum.</p>				
<ul style="list-style-type: none"> ELL Department teachers, with support of the .2 ELD coordinator, will develop and maintain a checklist of student performance measures including most recent CELDT, LALAR, CST data and classroom assessment results to track student progress in ELL, Newcomer, and Bilingual classes and to inform appropriate and differentiated instruction that includes SDAIE strategies and native language instruction when appropriate. 	September – June	.2 ELD coordinator	WSF	
<ul style="list-style-type: none"> A maximum of five selected teachers will develop curriculum in social studies, science and math content areas and writing instruction for students scoring in CELDT levels 1 & 2. This curriculum will include appropriate English levels for language acquisition and native language support. Teachers will work prior to the opening of school as well as after school hours. 	September - November	Extended hourly pay	EIA-LEP	
<ul style="list-style-type: none"> All teachers will receive professional development to increase the use of SDAIE in all classrooms, especially those serving ELL and Newcomer students. Standards-based curriculum will be fully implemented in all ELL classrooms. 	Fall Semester			Multilingual office
<ul style="list-style-type: none"> The ELL coordinator and parent liaison will provide for the intake and orientation for Newcomer students and their families, with the assistance of the Counseling Department who will enroll students into appropriate classes. 	September – June			

Monitoring and Assessment for Goal 2

- The IRF (.8) will maintain a database of student placement and achievement in math and language arts to monitor student progress.
- The ELD Coordinator and ELL teachers will maintain a database of ELL students including assessment, placement, and classroom performance data.
- The school will utilize an IEP master calendar that integrates all IEP's to ensure compliance with timelines.
- The CTIS will create a database of all software programs available for staff, as well as maintain lab logs to evaluate usage.

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 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date - Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: Teacher Leaders will continue to facilitate the use of six-week benchmark assessments for all core curriculum areas, and the improvement of classroom instruction.				
<ul style="list-style-type: none"> All teachers will collaborate with MSTLI lead teachers during scheduled department meetings. They will measure the effectiveness of specific teaching strategies and instructional practice in their content areas (identified by each department) through an analysis of benchmark assessments. 	September – June			
<ul style="list-style-type: none"> Language Arts teachers will implement a comprehensive writing plan: Sixth grade Language Arts teachers will focus on fictional and autobiographical narrative activities; seventh grade teachers will focus on persuasive, response to literature and biographical narrative activities; eighth grade teachers will engage student in all writing types. An electronic portfolio will be piloted in at least one class per grade level with the assistance of the CTIS. 	September – June	Supplies	Instruction and library materials and educational technology	
Key Strategy 2: Banked time will be used for teachers to participate in a minimum of twelve hours of professional development and collaborative planning. The focus will be an in depth exploration of the elements of the California Standards for the Teaching Profession and on specific instructional strategies to increase student achievement and engagement. This dedicated time will be in addition to regularly scheduled grade level and department meetings.				

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date - Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<ul style="list-style-type: none"> During banked time, common planning or extended hours, the CTIS will provide ELL teachers with professional development in the use of software and internet sites designed to increase English language development and fluency. 	August - June			
<ul style="list-style-type: none"> Teachers will collaborate with the CTIS and LMIS to provide high-quality instruction through integration of technology and media resources, particularly in the development of student projects such as I-search and media production. Each grade level team will decide on a culminating project to be presented at the Spring Open House. 	August – June	Instruction materials		Instruction and library materials and educational technology
<ul style="list-style-type: none"> Teachers will collaborate in grade level and subject area teams to plan and implement a program of writing across the curriculum instruction for all students that includes summary, journal writing and ways to integrate core curriculum. 	August– November			
<ul style="list-style-type: none"> Teachers will collaborate in curriculum departments to develop and monitor curriculum maps to ensure consistency across grades and content areas. 	August-September			
<p>Key Strategy 3: Teacher leaders and Administration will collaborate to develop a year-long professional development plan prior to August 2007.</p>	August	Extended hourly pay	WSF	
<ul style="list-style-type: none"> Teachers will participate in professional development on the use of engaging and supporting all students in learning; creating and maintaining an effective environment for learning; understanding and organizing subject matter knowledge; planning, designing and delivering learning experiences for all students; and assessing student learning. CSTP Standards 1-5 	First Semester	Instructional Materials; Conference attendance		Teaching and learning
<ul style="list-style-type: none"> Each teacher will, upon review of the California Standards for the Teaching Profession and SFUSD Rubric for Professional Growth and Development, identify 3 top priority standards as focus points 	August			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date - Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
for the school year, and identify the level of performance that will make the achievement of those goals meaningful for each individual teacher.				
Key Strategy 4: A scope and sequence for technology competency will be developed and aligned with the core curriculum. Through collaborative planning and the use of appropriate software, students will improve writing skills, reading fluency and core math skills.				
<ul style="list-style-type: none"> The CTIS will develop a bimonthly newsletter for teachers. This newsletter will inform teachers of new materials, training opportunities, and ways to integrate technology into the curriculum. 	September - May			
<ul style="list-style-type: none"> Technology infrastructure will be upgraded so that it is assured that all classrooms have internet access and sufficient electrical power. 	September		District Facilities Department	
<ul style="list-style-type: none"> All teachers will collaborate with the CTIS to engage students in projects that include the use of technology. 	September - June			

Monitoring and Assessment for Goal 3

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- Administrators will conduct daily classroom walk through at each grade level using a site-designed walk through tool.
 - Administrators and School Site Council will post all activities and instructional practices from the Academic Plan and monitor throughout the year.
 - Administrators will meet monthly with teacher leaders to monitor progress and concerns.
 - Administration will meet weekly with staff during grade level or department meetings.
 - Teachers will review professional goals once each semester and have opportunity to reflect on successes and challenges.
 - All teachers will be provided a professional development calendar for the school year that includes the schedule for banked time

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 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date - Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: FMS and Francisco Connection (FC) staff will collaborate to provide professional development, student assessment and assignment of resources to targeted students to improve student attendance, school involvement and academic participation. Resources will include counseling, mentoring, peer resource case management and referral to community agencies.				
<ul style="list-style-type: none"> Classroom teachers and the attendance clerk will monitor and record attendance every period. Parents will be notified of all unexcused absences, cuts and truancy. The attendance clerk will publish a daily attendance memo to track absences. In August, counseling staff will develop and present to staff a cut policy for students who cut one or more periods in a day. The policy will be implemented throughout the school year. 	August – June	Postage	WSF	
<ul style="list-style-type: none"> At least two faculty meetings will include the ongoing professional development for full implementation of the “Best Behavior” plan presented by the Assistant Principal and the Best Committee. 	September – October			
<ul style="list-style-type: none"> A school-based licensed clinical social worker (LCSW) will supervise counseling interns working with students referred through the SAP throughout the school year. 	September – June	FMS/FCC share cost of supervision	Discretionary Block Grant	
<ul style="list-style-type: none"> Attendance clerk will maintain students’ daily attendance records. The clerk will communicate with parents about attendance concerns and maintain a database of communications with home. Counselors will refer habitual truants to the SART/SARB and maintain a record of interventions attempted for each case. 	September – June			
<ul style="list-style-type: none"> The Student Assistance Team will meet twice a month to provide case management of referred students and make appropriate on-site and community referrals. The SAP will include site administrator, school counselor, LCSW, teachers, and counseling interns. 	September – June			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date - Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<ul style="list-style-type: none"> FCC will conduct a support group for referred 8th graders' transition into High School. 	April – May			
<ul style="list-style-type: none"> Calfee School Guide will conduct classroom workshops and lunchtime workshops to inform and support 8th graders' High School choice. All 8th graders will receive this service, with translation if needed. 	Fall Semester			
<ul style="list-style-type: none"> Counselors and teachers will conduct student conferences and parent conferences for students who are at-risk of failing. Emphasis will be on support services and strategies to meet students' individual learning needs. 	September – June			
<ul style="list-style-type: none"> All physical education teachers will distribute mid-progress reports for each grading period, to keep parents/guardians informed of student achievement. 	September - June			
<p>Key Strategy 2: All FMS community members will be knowledgeable of the school's emergency procedures, anti-harassment policies and resources available to resolve conflict. Through Peer Resources Programs, student assemblies, counseling sessions and classroom presentations all students will understand school behavior expectations.</p>				
<ul style="list-style-type: none"> All teachers, counselors and staff will utilize the “Best Behavior” (Building Positive Behavior Support in Schools) strategies in conjunction with student rules and expectations for common areas and classroom. The Best Committee will implement a rewards system to promote positive student behavior schoolwide. 	September – June			
<ul style="list-style-type: none"> Science teachers will conduct thirty hours of health education based on the District Health Curriculum. Based on the results of the Health Survey, the focus of this instruction will be on conflict resolution, resisting peer pressure, making choices and refusal skills related to drugs and tobacco, and dealing with violence. 	September – June			
<ul style="list-style-type: none"> The Healthy Schools Team will work with the Assistant Principal and teachers to clarify explicit grade level scope and sequence for the health curriculum. 	Fall Semester			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date - Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<ul style="list-style-type: none"> School staff will continue to collaborate with FCC to implement a Wellness Week based on results of a student survey. 	Spring Semester			
<ul style="list-style-type: none"> The Student Council will plan and conduct a School Wide Rally and multicultural assemblies to promote positive school climate and cultural appreciation. 	Fall Semester	Prizes	WSF	
<ul style="list-style-type: none"> Counseling interns and Peer Resource Coordinator will conduct a variety of support groups at each grade level for students needing additional assistance in social and emotional issues throughout the school year. 	September – June			
<p>Key Strategy 3: The school staff will implement an incentives program to encourage positive behavior. All students will have the opportunity to participate in peer education, support groups and conflict resolution activities to reduce negative behavior and increase positive student engagement in school-wide, problem-solving activities.</p>				
<ul style="list-style-type: none"> All 6th grade teachers will implement the curriculum from the <i>Let's Get Real</i> program on preventing bullying and harassment. 	Fall Semester			
<ul style="list-style-type: none"> The Peer Resource Coordinator will coordinate student programs in conflict management and anti-bullying and harassment. 	September – June	.5 Peer Resource Coordinator	Title I	Peer resources
<ul style="list-style-type: none"> The Peer Resource Coordinator will develop peer educator programs to create tutorial/mentor/buddy activities for incoming sixth graders. 	First Semester			
<ul style="list-style-type: none"> The FCC Buddy Program, a mentor program, involving Levi Strauss corporate sponsor, will provide support to students, 6-8, who are identified through the SAP/SST process. 	September – June			
<ul style="list-style-type: none"> As part of the student behavior plan, administrators, teachers and counselors will establish a committee to plan an incentives program to encourage positive behavior and improve school climate. 	August			
<ul style="list-style-type: none"> All 8th grade students and parents will sign a contract that outlines behavioral expectations and consequences and resulting participation in promotion activities. 	September			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date - Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<ul style="list-style-type: none"> All parents will be requested to attend grade level meetings to discuss student activities and behavioral expectations for the school year. 	<p>September</p>			
<p>Key Strategy 4: All staff will be prepared to implement emergency procedures and to fulfill their responsibilities to keep the school safe and clean. They will participate in professional development in their safety procedures.</p>				
<ul style="list-style-type: none"> The Assistant Principal will assign and supervise appropriate staff to supervise the entrances of the school and to supervise hallways before and after school, during class and passing periods. 	<p>September – June</p>			
<ul style="list-style-type: none"> The school safety committee will update the emergency plan and communicate it to all staff and FMS families. The committee will post visitor sign-in and no tobacco signs at the main entrance. The committee will assure emergency evacuation routes are posted in each room at the beginning of each school year. 	<p>Fall Semester</p>			
<ul style="list-style-type: none"> A plan for emergency drills will be distributed during faculty orientation in August. All staff and students will participate in monthly emergency drills with the expectation that all will be completed effectively. 	<p>August</p>			
<p>Key Strategy 5: FMS Staff and FCC Staff will collaborate to provide resources and referrals to students and families needing additional health promoting and academic support services.</p>				
<ul style="list-style-type: none"> SAP will work with community agencies and the Police Department SRO to arrange support services related to health and safety for at-risk students. 	<p>September – June</p>			
<ul style="list-style-type: none"> With the support of FC, the science teachers will schedule alcohol and drug abuse and violence prevention workshops including presentations by outside agencies throughout the school year. 	<p>September – June</p>			
<ul style="list-style-type: none"> FMS will coordinate a Summer Activities Fair in the evening for families and students that will help youth find healthy summer activities. All students will receive information through homeroom classes. 	<p>Spring Semester</p>	<p>Refreshments</p>	<p>FCC</p>	

Monitoring and Assessment for Goal 4

- Administrators and counselors will review and maintain monthly documentation regarding monthly suspension statistics, referral data, attendance, progress reports, report cards, and communicate relevant findings or trends to staff and service providers.
- The assistant principal will conduct a quarterly review of SST/SAP logs for use by support service providers.
- There will be a monthly drill for emergency procedures with attention paid to how accurately and quickly staff and students follow correct procedures.
- Peer resources and counseling staff will monitor effectiveness of peer education and support groups through pre and post surveys and student participation data.

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 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: Collaborate with Francisco Connection Collaborative (FCC) and community partners to actively involve parents in decision-making.				
<ul style="list-style-type: none"> An active School Site Council (SSC) and English Learners' Advisory Committee (ELAC) will include parents and community members in the decision-making process. 	September – June			
<ul style="list-style-type: none"> The SSC will recruit parents to participate in the SSC and ELAC for elections that will be held in the fall. The parent liaison will provide recruitment support by contacting parents and encouraging participation 	September–October			
<ul style="list-style-type: none"> GATE Advisory Council (GAC) parent representative will participate in planning and monitoring of the GATE Program activities. The GATE coordinator will meet with families in the fall and spring to describe the identification process and curriculum. 	Fall Semester and Spring Semester			
<ul style="list-style-type: none"> SSC meetings will be held once a month. Additional parent input will be collected through: Meetings for parents at various times during the year; parent surveys; and advisory committees. Refreshments and childcare will be provided for all parent meetings. 	September – June			
<ul style="list-style-type: none"> Community partners will participate in the Student Assistance Program and the Coordinated Services Team to provide and monitor support services for low-achieving students. 	September – June			
<ul style="list-style-type: none"> Trained community volunteers supervised by FCC staff will serve as mentors for referred students. 	September – June	Recognition awards/event	WSF	
<ul style="list-style-type: none"> FC and school counselors will provide links to parent services related to adolescent support, summer activities, financial support, health and nutrition, and academic support. These community-based services will be delivered at FMS, as well as within the local community. 	September – June			

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 2: All staff will increase the quantity and quality of parent contact with family members of all under performing students, particularly focal students. Staff will communicate and work with families to foster collaboration to ensure student success.				
<ul style="list-style-type: none"> The parent liaison will schedule two parent education workshops on helping students develop study skills and understanding formal and informal assessment data (class assignments, progress reports, state tests, etc.) throughout the year. 	Fall Semester	Refreshments	FCC/PTA funds	
<ul style="list-style-type: none"> Throughout the year, and coordinated by the Dean, teachers and counselors will refer focal and under performing students to the Student Success Team (SST) for monitoring and targeted intervention plans that coordinate school, after-school, home, and community resources. 	September - June			
<ul style="list-style-type: none"> Administrators, counselors and teachers will use a comprehensive, multilingual progress report form to communicate with parents at the 3rd week point for each grading period. It will include academic progress, citizenship, attendance, and missing assignments. 	September - June			
<ul style="list-style-type: none"> Teachers, with the help of the parent liaison, will schedule parent conferences a minimum of once each semester to keep parents informed regarding student progress with particular attention given to focal and under performing students. On designated evenings each semester, parent conferences will be scheduled for parents who are unable to meet during regularly scheduled parent conferences. 	October & March			
<ul style="list-style-type: none"> School staff and Francisco Connection will plan and conduct community meetings or family events, including Math Night, Science Night, Family Wellness Night, at least once each semester. The parent liaison will coordinate staff and community agencies to provide interpreters at these events. 	September - June	Instructional Matls Prizes	ELAC/Title I	
<ul style="list-style-type: none"> Special Education students' progress toward achievement of IEP goals and objectives will be reported to parents at the same interval as general education students using "G" attachment of IEP documents. 	September - June	Awards/ Certificates	WSF	

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 3: Facilitate ongoing communication through print, telecommunication, meetings, conferences, and school-wide events. All communication will be provided in the dominant primary languages.				
<ul style="list-style-type: none"> The school will send home written communication monthly including notices (school schedule, meetings, and events) and parent resource information. 	September – June	Paper/copy costs	WSF	
<ul style="list-style-type: none"> A quarterly parent newsletter will be established for distribution with updates, news and a school calendar. 	September – June	Paper/copy costs	WSF	
<ul style="list-style-type: none"> Francisco Connection will maintain a parent resource center including information regarding school curriculum, activities, conferences and meetings. Multilingual signs will be posted directing parents to the center. 	September – June	Brochures	School and library improvement block grant	
<ul style="list-style-type: none"> A bilingual parent liaison will be available (in at least one of the dominant second languages reflected by the student population) to provide oral translation for parent meetings and events. Bilingual school site staff (teachers, paras, and counselors) will provide translation as needed. 	September – June	Parent Liaison		
<ul style="list-style-type: none"> The CTIS will collaborate weekly with FCC, the parent liaison, and administrators to update the Francisco Middle School website. The website will provide parents and community members with information about event schedules, school news, and student activities in English, Chinese, and Spanish. 	September - June			
<ul style="list-style-type: none"> School and program staff will use student planners to communicate with parents about student progress and review parent comments, questions and requests. 	September – June	Planners purchased by FCC	N/A	
<ul style="list-style-type: none"> Counselors, administrators, teachers and FCC will conduct a sixth grade “Step-up Night” in May and an orientation to incoming families. 	May			
<ul style="list-style-type: none"> Translated student handbooks, both school-site and district, will be provided and studied by students and parents. 	August – September		FCC Funded	

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<ul style="list-style-type: none"> The school will activate an automated call system that will include the three primary languages to notify parents of parent events, pertinent calendar items, and to call attention to paperwork that has been sent home. 	September – June	Improved system	District	
<ul style="list-style-type: none"> Physical Education Department will produce a quarterly newsletter informing parents, students and staff of ongoing activities in physical education and after school sports. 	September – June	Paper/copy costs	WSF	
Key Strategy 4: Engage diverse parent groups, particularly parents of our targeted groups, through parent education, targeted communication and volunteer opportunities.				
<ul style="list-style-type: none"> The principal will host at least 4 breakfast events and/or chats to confer with parents about new and ongoing concerns to support learning. 	September – June	Refreshments	PTA	
<ul style="list-style-type: none"> Interpreters will be available at all parent meetings; school staff will translate all written communications such as newsletters and ballots into Chinese and Spanish. 	September – June			
<ul style="list-style-type: none"> The parent liaison will organize parent education workshops twice a year on topics identified as areas of need through the health survey. 	October – June	Participant materials	WSF	
<ul style="list-style-type: none"> The parent liaison will provide and compile a Parent Satisfaction Survey to be completed by all parents visiting the site. All staff will assist in distributing the survey. 	Spring Semester			
<ul style="list-style-type: none"> The parent liaison will maintain the parent resource center with updated parent education materials in multiple languages. 	September – June	Parenting Books	PTA	
Key Strategy 5: Cultivate key community supporters representing community agencies, local business, neighborhood associations and public safety groups.				
<ul style="list-style-type: none"> FMS will host a Community Day in the Fall to engage local neighbors and businesses in the life of the school, and to build potential partnerships. The PTA, Tel-Hi Neighborhood Center and CES will provide support in the development of this event. 	Fall Semester	Banners, refreshments, pencils, buttons	PTA funds, Trust Account	

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<ul style="list-style-type: none"> At least ten trained community volunteers will be placed through San Francisco School Volunteers into classrooms for weekly classroom support. 	September – June	Recognition awards/event	WSF	SF school volunteers
<ul style="list-style-type: none"> The administration and FC will engage local corporate partners, such as Levi Strauss & Co. and the Francisco Alumni in volunteer and fundraising opportunities to support FMS. 	September – June	Recognition awards/event	WSF	

Monitoring and Assessment for Goal 5

- The Parent Satisfaction Survey administered in the Spring will be reviewed and used to monitor parents’ participation and satisfaction with the school and programs.
- Teachers will document and monitor parent attendance at parent-teacher conferences. Copies will be forwarded to administrators so that data can be compiled.
- The Administration and School Site Council will post all activities addressing parent and community involvement in our site plan, provide to parents through the newsletter and monitor throughout the year.
- Francisco Connection (FCC) will conduct a mid-year program assessment for all community agency programs and FMS staff evaluation of community programs. FCC will also conduct a feedback survey of community partners to evaluate the quality of school collaboration.
- The Administration will document and monitor attendance at all parent and community meetings and events.

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
		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 school site and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

- *Add one or more "non-school site 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 ELL students.

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

School Advisory Committee (SAC) Membership

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

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

