

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Frank McCoppin Elementary School
School

38684786041016
CDS Code

March 16, 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</p> <p>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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	ELA	3	2	1	0	Math	3	2	1	0	Math Intervention	3	2	1	0
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Math Intervention	3	2	1	0																	
<p>2. Instructional Time</p> <p>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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math:</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math: Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	ELA Intervention	3	2	1	0	Math:	3	2	1	0	Math: Intervention	3	2	1	0
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<p>3. Principals’ Instructional Leadership</p> <p>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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0										
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<p>4. Teachers’ Professional Development Opportunities</p> <p>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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0										
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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 used in a timely manner to determine student progress and modify instruction - “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:

Meeting API targets for 40% of our ELL and other students who are below basic in reading and math. Currently students are identified in October and are receiving intensive instruction in small groups with the teacher, para, social worker, and our student advisor.

Current-Year Objective 2:

Closing achievement gaps among ELL and other students scoring in the bottom quartile. Teachers will diligently monitor the progress of all identified students and make adjustments to applied strategies accordingly. Along with available state and federal funds, the PTA will assist with any additional needed resources and materials.

Current-Year Objective 3:

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?*
-

Key Findings:

Data Conclusions related to Goal 1:

- Based on CELDT, LALAR and CST data, ELL students are one of our targeted groups.
 - Based on CST data, students scoring below basic and far below basic, are another one of our identified, targeted students.
 - Frank McCoppin English Language Learners score lower than the non-LEP students on the CAT 6.
 - At only 28% scoring at or above the 50th percentile, 3rd graders are below district and state.
 - Most EL students are more challenged in the area of reading comprehension on the CAT 6 compared to other sections of the language arts section.
 - 25% of students taking MPA are in the bottom quartile and need to move the second quartile or above.
 - 4th Grade students score higher in all areas in comparison to State and District as students move from lower classroom-sized third grade.
 - Fifth grade scores drop significantly in Math at Proficient and above for the last 3 years.
 - Fifth grade scores in CST Math are significantly (18-20%) lower than State and District.
 - 25 students scored below basic in ELA. 48 scored basic.
 - 16 scored below basic in Math. 27 scored basic
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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: By Spring 2008, our school will achieve its API targets for 40% of our ELL and other students who are below basic in reading comprehension, and below basic in math, will move to the basic level (or higher) and will increase 10% toward meeting school wide averages.

Objective 2: By Spring 2008, our school will close the achievement gap, among the ELL and the bottom and middle quartile to the 50th NCE. 40 % of these students will achieve 10% measurable gains in both reading and 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: All targeted students, including ELL, will receive intensive instruction utilizing Houghton Mifflin strategies from the teacher, supported by student advisor and volunteers, (under direct supervision of the teacher). Classes will implement skill-based grouping to improve student achievement and literacy throughout the curriculum.

Key Strategy 2: Teachers will work in small groups, on specific skill building areas, with students scoring at below or far below basic on CST. Teachers will monitor and evaluate Houghton Mifflin's theme skills and the effectiveness of its assessments, and implement instructional strategies that improve the identified students' needs.

Goal 2: Academic Equity

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

Data Conclusions 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?*
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Key Findings:

Data Conclusions related to Goal 2:

- 65.4% of the students are ELL (2).
 - Based on CST data on ELA, AA, L, SPED and ELL students are performing below non targeted groups.
 - Most EL students are more challenged in the area of reading comprehension on the CAT 6 compared to other sections of the language arts section.
 - Data shows significant achievement gaps between the above targeted groups and school wide performance.
-

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: By April 2008, Teachers at Frank McCoppin school will ensure all students (including AA,L ELL and SPED) will achieve one year's progress in grade level standards (according to their previous year's test scores).

Objective 2: By October 2007, at risk students, ELL students, students scoring below school wide averages, and SPED students will be clearly identified through previous year standardized test results, current IEP's for Speech and SPED, teacher observations, so that their individual needs are addressed and met by the teachers on a daily basis.

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: All SPED students are mainstreamed into cooperative learning activities in the area of science, math, language arts, and social studies in the regular classroom. SPED students work with RSP teacher and paraprofessional, classroom teachers and para, peer partners, tutors, or parent volunteers to support concepts presented in class. IEP's will be updated according to bylaws to measure effectiveness of current plans.

Key Strategy 2: Teachers, SST, and other staff will work cooperatively to assess all at-risk students with their specific needs to adapt and modify curriculum when necessary. All identified students will receive support activities and/or extended learning time. All students will use the adopted instructional materials (text, supplemented materials.) Assessment tools will be used to measure objective achievement.

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. Throughout the academic year, all students K-5 receive equal access to the core curriculum, including GATE, E.L.L. and R.S.P. as well as supplemental experiences to enhance their learning. This is to ensure that all students will improve standardized test scores by 5% at the end of the school year.

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:

Data Conclusions related to Goal 3:

- Data (CST) reflects a necessity to focus on literacy and comprehension across the grades (Flat Trend) .
- 4th Grade students score higher in all areas in comparison to State and District as students move from lower classroom-sized third grade.
- Fifth grade scores drop significantly in all subject areas over the last 4 years.

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: All teachers will incorporate “best practices”, develop and modify instructional strategies, to monitor and assess student progress to measure student growth. All teachers will use “On Our Way to English” and HM ELL re-teaching materials to increase standardized scores for ELL students by 5% for school year.

Objective 2: Move/maintain students in the top two quadrants on Writing Scores in Fourth Grade for school year.

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: All teachers, especially 4th and 5th grade teachers, meet specifically to develop strategies using Houghton Mifflin and other supplementary materials to close the achievement gap with their classes. Assessments are utilized to monitor and gauge effectiveness of strategies.

Key Strategy 2: Teachers will learn to analyze and assess student writing needs through use of district provided rubrics, samples and instructions.

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:

Data Conclusions related to Goal 4:

- Parent Surveys conclude a general consensus of high satisfaction with overall quality of entire school climate for their children.
- Records indicate the same individuals being sent to the office for disciplinary action
- Overall attendance of students at McCoppin is at 98%.
- Records show a trend of same individuals being tardy and absent regularly.

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: By Spring 2008, student attendance will continue to reach 98%.

Objective 2: By Spring 2008, number of students (especially those regularly referred) from being sent out of classroom for disciplinary action and counseling will be lowered by 10% compared to last years numbers.

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: Staff will make every effort to work with parents to improve conduct and attendance.

Key Strategy 2: Student Advisor and Social Worker will counsel students regularly referred to the office for behavioral problems.

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:

Data Conclusions related to Goal 5:

- Parent involvement is improving but still limited in PTA and classroom support.
- Parent surveys indicate that although they are more informed, they wish to be better engaged than in previous years.

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: Parent membership in our PTA will increase to 75 % by Spring 2008.

Objective 2: Establish stronger communication with parents and community

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: PTA meetings are scheduled monthly to include parent educational workshops and practices to improve parent-student relationships. Times will vary to accommodate parents' hours.

Key Strategy 2: Newsletters and translated parent letters are sent home regularly. Newsletters will be published monthly.

<ul style="list-style-type: none"> strategies to close the achievement gap with their classes. Assessments are put into place and monitored to gauge effectiveness of strategies. Reduce class size. 					
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> Based on state standards, all teachers use “best practices” to design learning activities in order to differentiate instruction to meet the individual needs of all students including EL, AA, L, SPED, W, and OW. Teachers implement specific strategies (universal access time, individual learning plans with analysis of data to improve curricular data delivery) into each classroom. All students receive intensive instruction from the teacher with skill-based grouping to improve student achievement and literacy throughout the curriculum. Teacher will work in small groups with students with greatest needs. Teachers will monitor and evaluate theme skills and the effectiveness of the assessments. Teachers will implement instructional strategies that address/identify students’ needs. 		<p>Grades 2-5 Teachers and auxiliary staff</p>	<p>\$22,069 (2101)</p>	<p>Title I Discretionary Block Grant</p>	

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?*

- Teachers meet bi-monthly by grade level to determine student needs and make instructional modifications needed for the success of all students.
- Teachers evaluate the effectiveness of strategies through work samples in the progress of achieving the school focus on comprehension and writing. Learning strategies are revised and improved as needed.
- Teachers in grades 2-5 analyze and create strategies based on the Bay Area Writing Project and Summer Writing Institute methodologies for the Grade 4 California Writing Standards Test.

- Teachers examine test data, address learning styles, specific ELL and/or SPED needs, organize curriculum and plan teaching strategies accordingly.
- Teachers analyze and discuss disaggregated data from all sub groups and plan curriculum with specific strategies accordingly.
- During bi-monthly faculty meetings, the staff identifies the areas of greatest need among the students and makes plans to utilize available funds accordingly.
- As the school focus is on improving comprehension, literacy and writing skills, teachers keep student portfolios to assess the effectiveness of strategies used. The student portfolios are on-going, reviewed monthly, and results are discussed with parents during Fall/Spring parent conferences.

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 style="text-align: center;">Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁴ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> • All students including ELL., AA, L, SPED, at-risk, and Gate have equal access to the core curriculum and use the district adopted instructional materials and supplementary materials. • Special Ed. Teacher and special ed. Paraprofessionals work with students with special needs to achieve goals as determined in I.E.P.'s. IEP's are aligned to state standards. • ELL students are identified in each classroom and data is reviewed to ensure proper support when necessary including ESL techniques. • Bilingual and ELD teachers purchase appropriate primary language, ESL materials, and primary language software to supplement the core program to align with standards. • Paraprofessionals and teachers in bilingual and ELD classes provide their students with content support in their primary language in all areas of the curriculum. • Incoming Kindergarteners work with paraprofessional support to ensure a smooth transition into elementary school. • SPED students participate in mainstream classroom and extracurricular activities in the least restrictive 		<p>All teachers and staff</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>environment. They have developmentally appropriate access to the regular core curriculum and the goals of their IEP's.</p> <ul style="list-style-type: none"> • All SPED students are mainstreamed into cooperative learning activities in the area of science, math, language arts, and social studies in the regular classroom. • SPED students work with RSP teacher and paraprofessional, classroom teachers, peer partners, tutors, and parent volunteers to support concepts presented in class. 					
<p>Key Strategy 2: All students, including A.A., L., E.L.L., E.L.D., Sp. Ed., GATE, & at-risk:</p> <ul style="list-style-type: none"> • use teacher-developed strategies to work toward closing the gap with reading comprehension and writing skills. • use classroom computers and computer lab for activities related to LA, math, and computer skills. • have the support of many of our paras and teachers who are bilingual. • are encouraged to problem solve through teacher questioning strategies, use the discovery approach, vts (visual thinking strategies) and gain equal access to the core curriculum. • act as inter-grade and peer tutors to help students with special needs and promote student interaction. • formulate problems and act as facilitators and presenters to help other students engage in problem solving, questioning, investigating and discovering various math solutions and techniques. • participate in cooperative learning activities in all curriculum areas. • work in smaller groups with the teacher using group-specific strategies including special skills support and/or language support. 		<p>All Staff</p> <p>Computer Tech</p>	<p>\$1,410 (4310)</p> <p>\$5,000 (5803)</p>	<p>WSF WSF-SP/ED Block Grant Prop H Arts</p> <p>WSF Block Grant Instr/Tech</p>	

<ul style="list-style-type: none"> • All teachers will incorporate “best practices”, develop and modify instructional strategies, to monitor and assess student progress to measure student growth. • All standards are analyzed and specific strategies including materials taken directly from text, used in all classrooms and evaluated. • Appropriate multicultural and self-esteem materials are purchased to be used throughout the grades by teachers and/or contracted consultants. • Students are given the opportunities to visit local museum exhibits for cultural appreciation. • GATE students are challenged by materials in the Houghton-Mifflin series, and other works of literature, in addition to other supplementary curriculum for the gifted reader. • All teachers implement the district adopted reading materials (HM) and continue to attend school-based workshops (AB466) to implement math as well as language arts methods provided by the district. 		Student Adviser	\$25,827 (2901,R401)	Consent Decree/	
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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?*

-
- Teachers and auxiliary staff work cooperatively on a weekly basis setting standards and preparing work in areas of need for each child.
 - Teachers meet once a month, during grade level meetings, to evaluate progress of each child.
 - The SST improves the process for early intervention of student needs. The goal is to enable each child to have full access to and participate in the district’s core curriculum for each area.
 - Teachers are evaluating and reporting findings on a monthly basis based on students’ weekly writing assignments and progress measured by work samples collected quarterly. Evaluation of these portfolios dictates possible adjustments to current practices.

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.

<p>Actions to be Taken to Reach This Goal⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date⁶ 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:</p> <ul style="list-style-type: none"> Based on assessment data, school focus is on reading comprehension. Teachers assess students' progress using Houghton Mifflin / On Our Way to Eng. materials. EL students are given extra supplementary materials to maintain progress with the class averages. Teachers meet annually to review Houghton Mifflin rubrics and reflect the curriculum changes needed to reach a higher level of student achievement, in the area of reading comprehension and writing skills These are fine-tuned during bi-monthly grade level meetings.. 		<p>All Teachers</p>			
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> All students participate in activities that improve reading comprehension and writing skills. Teachers will implement Summer Writing Institute/Bay Area Writing Project methodologies to improve writing skills across all grade levels. Class sizes in 4th and 5th grades are reduced to better implement instructional delivery in content standards. 					

Monitoring and Assessment for Goal 3

Questions to cover:

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.

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?*
-

- Teachers meet in grade level and cross-grade level to discuss the ongoing monitoring and accountability measures.
- Annual self-review by teachers.
- As per district requirements, teachers examine disaggregated data to determine the target population.
- In addition to test data, the school leadership team and staff, examine the results of the comprehensive needs assessment, student assessment, Title I survey, and teacher surveys to determine an area of school wide focus.
- Teachers meet quarterly when collecting work samples to review rubric content, examine student work, discuss lesson designs and strategic planning to address individual needs.
- Teachers with ELL students use the ESL teaching plans in the Houghton-Mifflin curriculum, as well as Into English curriculum, to maximize their reading/language arts skills

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:</p> <ul style="list-style-type: none"> • Staff contact parents every time there is an absence or incident involving their child. • Parents work with teachers to improve student conduct • Students in Grades 4 and 5, volunteer during the noon hour to assist the kindergarten teachers, are Student Librarians or Student Tutors, P.E. Directors, and Student Gardeners. • The Safe Schools Plan at Frank Mc Coppin helps foster a learning environment conducive to optimum learning. • Speakers on traffic and personal safety visit. • Fire Safety Presentation from local firefighters. • The Student Handbook is distributed at the beginning of each school year. • Smoking and Lung Cancer Presentation from UCSF Students. • Fire and Earthquake drills • Child Abuse Prvention Program (K). • Youth Aware Life Skills Presentation (5th) <p>Rx for Drug Awareness Project (4th)</p>		Principal Teachers			
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> • Staff contact parents at any time and every time there is an absence or incident involving their child. • School Psych. Observes students and offers teachers and 		School Psych Principal PTA			

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>parents suggestions regarding student</p> <ul style="list-style-type: none"> • School staff will work with parents to improve all areas in need of improvement, including behavior and/or schoolwork. • All parents are surveyed yearly (in English and Chinese translations) to determine the effectiveness of the school programs and environment. • In order to assist the 5th grade students' transition to middle school, students and parents are given the opportunity to tour prospective middle schools. • Post suggestions, student work, and school activities on outside high-traffic bulletin boards. • Parents are informed bimonthly of all issues and concerns toward the education of their children including safety, academics and all other matters. • Principal sends home a translated monthly newsletter describing classroom activities and all school events. • Parent volunteers tutor and assist in the classrooms • Youth awareness program is in place. 					
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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?*

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- Safe School Survey is conducted yearly.
 - Safety and Crisis Response team members and plans are updated and annually
 - All safety programs implemented are monitored on an ongoing process (weekly, monthly, bi-monthly etc)
 - EL Students’ parents who are limited in English are provided with translators and/or translated documents to update evaluations and assessments of specific programs.
 - State and District mandated testing - standards – based.

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:</p> <ul style="list-style-type: none"> • Monthly PTA meetings are scheduled. More P.T.A. involvement is encouraged and supported. P.T.A. meetings are scheduled during times most convenient to all parents. All info is accompanied with translations/translators. • The school site council is a decision making component of our school. All parents are encouraged to attend community meetings to receive information provided from SSC meetings. • Parent education questionnaires and surveys are used to identify parents who are resources and their data is used to influence decisions for the school. 		PTA President Principal Teachers			
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> • In order to keep parents better informed of school activities and the core curriculum being taught daily, newsletters and letters from the principal are sent home monthly. Bulletin boards are constantly updated. <p>Parents are encouraged to:</p> <ul style="list-style-type: none"> • review all school and classroom rules as created and presented from each classroom • Take their children to the library • Read to their children in English and/or their primary language. • Model reading and writing at home in English and/or primary language. 					

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.

<ul style="list-style-type: none"> • Participate in classroom activities and act as tutors for students. • Collaborate with student on cooperative family homework assignments. • Keep in touch with their child's classroom teacher. • Monthly Events Calendar • Daily Homework assignment sheets, booklets etc. signed by parents 					
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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?*

- Parents are given a bi-yearly assessment survey, which is analyzed by school community in the Fall and Spring. Priorities are determined and an action plan is implemented.
- SSC and BAC, in an advisory capacity, review Analysis of Current Conditions, progress of program implementation, achievement results and activities in the school plan. They revise the school plan as needed.
- District based Standards (STAR) testing results are analyzed and programs are developed to support improvements.
- Classroom assessment ongoing for literacy program
- Monitoring student progress and updating strategies for students in the lower quartile in standardized testing.

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 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.

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.

Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees DATE:

 - B. One meeting to present plan upon its completion. DATE:

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

Attested:

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