

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**Galileo Academy of Science and**  
**Technology**  
School

38 68478 38317655803  
CDS Code

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

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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

# ACADEMIC PROGRAM SURVEY

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

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

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

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

<p><b>1. Instructional Program</b> 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"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” 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</li> <li>– “<b>0 - Minimally</b>” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</li> </ul>	<p>ELA     3   2   1   0</p> <hr/> <p>ELA     3   2   1   0</p> <hr/> <p>Math     3   2   1   0</p> <hr/> <p>Math     3   2   1   0</p> <p>Intervention</p>
<p><b>2. Instructional Time</b> 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"> <li>– “<b>3 - Fully</b>” means that <u>all</u> classrooms have the appropriate time allocations for students</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> classrooms have the appropriate time allocations for students</li> </ul>	<p>ELA     3   2   1   0</p> <hr/> <p>ELA     3   2   1   0</p> <p>Intervention</p> <hr/> <p>Math:    3   2   1   0</p> <hr/> <p>Math:    3   2   1   0</p> <p>Intervention</p>
<p><b>3. Principals’ Instructional Leadership</b> 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"> <li>– “<b>3 - Fully</b>” 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</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</li> <li>– “<b>0 - Minimally</b>” means neither the principal nor vice principal have made arrangements to take AB 430</li> </ul>	<p>ELA     3   2   1   0</p> <hr/> <p>Math     3   2   1   0</p>
<p><b>4. Teachers’ Professional Development Opportunities</b> 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"> <li>– “<b>3 - Fully</b>” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472</li> <li>– “<b>2 - Substantially</b>” 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</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training</li> </ul>	<p>ELA     3   2   1   0</p> <hr/> <p>Math     3   2   1   0</p>

<p><b>5. Student Achievement Monitoring System(s)</b>  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"> <li>- “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being <u>used in a timely manner to determine student progress and modify instruction</u></li> <li>- “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u></li> <li>- “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered</li> <li>- “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>6. Ongoing Instructional Assistance and Support for Teachers</b>  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"> <li>- “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</li> <li>- “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers</li> <li>- “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers</li> <li>- “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>7. Monthly Teacher Collaboration by Grade/Content Level</b>  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"> <li>- “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</li> <li>- “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level</li> <li>- “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level</li> <li>- “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>8. Lesson Pacing Schedule (K-8)/Intervention (9-12)</b>  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"> <li>- “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school</li> <li>- “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels</li> <li>- “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels</li> <li>- “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>9. Fiscal Support</b>  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"> <li>- “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</li> <li>- “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</li> <li>- “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</li> <li>- “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</li> </ul>	<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)*

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## EXECUTIVE SUMMARY

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### **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:*

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**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?**
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**Current-Year Objective 1: Closing the achievement gap for African American (AA), Latino (L), and English Language Learner (ELL) students.**

- a) What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**

### **Introduction**

When Galileo examined the State Department's data concerning our standardized tests, it revealed that our African American students were the only group that was not achieving as highly as the other groups at the school. The leadership team gathered data to further inspect the students who needed more support and those who were doing well. The school created mechanisms to track data; for example: tardy students, CAHSEE students, SPED students, students who receive many referrals, students with GPAs above 3.0 and below 2.0. The administration and IRF presented data to our African American committee and they returned some recommendations which turned into our key strategies and high-leverage activities. The leadership team is in the process of replicating the same format as stated above for Latino and ELL students.

### **Students**

1. The leadership team identified six African American students who had GPAs above 2.5 and transferred them with support into honors and AVID classes in the spring semester. The counseling department and an assistant principal monitor these students' progress. The school will continue to identify potential AA candidates for entering AVID and honors classes for next year.

2. Students who received an excessive amount of dean's referrals are counseled and SAP/SSTs, and/or parent conferences were held before the end of March.
3. During department meetings, teachers discussed intervention strategies to support students with GPAs below 2.0. The teachers would pool strategies and identify what techniques might be replicated in all classes. This was the beginning of creating an I.E.P. for each of these students, even though they were not Special Ed. students.
4. The administration realizes that the target subgroups are not represented in the GATE program. The GATE coordinator identified potential African American, Latino, ELL, and SpEd students who meet the GATE criteria, and is monitoring their academic progress with the intention of enrolling them in the program.
5. There are after school tutoring programs for ELD students.
6. REACH Reading and CMC Math Intervention Programs continue to provide extra support for identified students.
7. When appropriate Special Education students are mainstreamed into the general education classes where they experience academic success.

### **Parents**

1. The administration and teachers are currently holding community meetings related to the social, emotional, and educational well-being of their children. This spring the administration and teachers conducted a series of follow-up meetings with the parents to develop strategies that address their concerns and support their children's academic success. Suggestions from these meetings help the faculty to deliver instruction with rigor and relevance.
2. Parents have been receiving phone calls through *TeleParent*, an automated system that allows teachers to send messages home regularly. The program supplies positive messages as well as informative alerts about their child's academic needs. The messages are sent in the child's home language (i.e. Spanish, Cantonese, Mandarin and English). The calls are specific to the class.
3. The school utilizes translation equipment to be used at all meetings in order to engage and inform parents who are non-English speaking.
4. Counselors are proactive in making contact with parents through letters, meetings, and phone calls regarding their students' progress.

### **Teachers**

1. In the fall, the faculty explored ideas to develop a Relationship Plan that builds positive relationships between adults and students who were disengaged in school. Teachers adopted specific strategies from the Relationship Plan to integrate into their instruction in an effort to build relevant relationships around learning and academic success. Teachers monitor their

progress by utilizing a pre and post comparative analysis. In conjunction with ICLE (International Center of Leadership in Education), students take a relationship survey at the beginning of every school year.

2. Teachers who write an inordinate amount of referrals are counseled and given classroom management strategies. The IRF meets individually with teachers and observes their classes to offer further support. Teachers implement the district's Blackboard Configuration (BBC) to support teaching and learning as related to the California standards.

3. The Special Education teachers visit all departments during common planning time to offer strategies and ideas that help RSP students achieve their IEP goals.

4. Teachers recommend students for the GATE program, and other school wide programs according to each program's criteria.

5. Teachers are provided with site data (i.e. CST strand scores, GPA, IEP plans, GATE information, CAHSEE scores) in order to make adjustments in their instruction, particularly as it relates to African American, Latino and ELL students.

6. Department Heads lead their teachers in analyzing "What every student needs to know and do to be successful in a particular class." Products of this work include clarification of the goals and skills for the class as aligned to the state standards. The next step is to develop the common assessments and rubrics.

7. Monthly, the IRF and the AP of Curriculum meet with new teachers to address school wide initiatives and best practices.

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**b) What challenges or barriers (within the school) does the school face and how is the school trying to overcome them?**

1. When initiatives are implemented, there are unforeseen circumstances and consequences that need to be addressed. The school relies on department heads to disseminate information and data to the members of their departments. The lines of communication between administration, department heads, faculty, students and parents are crucial to implementing school wide initiatives and overcoming the obstacles that arise (i.e. placing student in an inappropriate class).

2. The Administration, IRF, and department heads are working with teachers to properly develop the BBC.

3. The school's intervention specialist works with the students to find ways to bring students into school regularly. Habitual truancies and tardies remain a challenge in further closing the achievement gap. The AP and attendance staff analyze the data and to help create school intervention strategies.

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4. To ensure student safety the master schedule and bell schedule is being modified during the construction project.

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**c) How are the 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.**

1. The school purchased the *TeleParent* program to increase parent communication and involvement.
2. The school purchases instructional support materials and allocates funds for all intervention, advancement, immersion, tutoring, special education, ELL and school to career programs.
3. The school provides means for all staff to participate in professional development and field trips.

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**d) What and how are the additional family, school, district and community resources used to assist these students and what impacts have been observed?**

1. Our parent liaison organizes community meetings (i.e. Hunter's Point, Bayview, Mission, Chinatown) to help us bridge the gap between the school and the communities. We are now moving into the second phase of our community plan. The parents and representatives from community based organizations have been invited to meet with Galileo to develop strategies that can help underperforming students.
2. The Peer Resource teacher works with at-risk students to develop their problem solving and coping skills through peer mentoring and peer mediation. These student leaders work with at-risk students to help them make responsible choices.
3. The Wellness staff provides students with mental health support. Over fifty percent of our students are referred to the Wellness Center during the year.
4. Futurama, through the 21<sup>st</sup> Century grant, provides extra-curricular activities and tutoring to students. Our data indicates that students who are involved in extra-curricular activities and clubs perform better in school; therefore are able to maintain GPAs above 2.5.
5. Truancies are clearly one of the factors, which impede students' academic success. The school's intervention specialist works with 25 at-risk students to find ways to bring them into school regularly.

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**Current-Year Objective 2: Initiatives to improve instruction through teacher collaboration and professional development.**

**a) What key strategies and high leverage activities are being implemented in order to achieve those objectives.**

1. Bi-monthly technology meetings take place to develop a long range plan to:
  - a. Increase the use and enhance the quality of electronic communication.
  - b. Give support to teachers who already use technology in their classes. The Galileo Electronic Education Committee of (GEEC) has been formed to enable teachers to become more skilled in technology usage and support teachers who need 21<sup>st</sup> century help.
  - c. Inventory the school's electronic equipment to identify current availability and future needs.
  - d. Develop curricula for specific departments and classes.
  - e. Assist teachers to help them further utilize the Galileo website to post lessons, homework, and communicate with parents and students.
2. Weekly common planning time allows departments and clusters to better align their curriculum. The WASC committees meet quarterly to continue to address the needs of the school community and the WASC's recommendations. The leadership team meets bimonthly. Teachers take advantage of professional development opportunities through new teacher meetings, *Introduction to Learning Workshops*, and outside workshops and conferences.
3. Each department identifies for each class what every student needs to know and be able to do, Essential Skills and Knowledge, in order to be successful in that class. This will ensure context standards and scope and sequence.

**b) What key challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**

The school's barrier in further closing the achievement gap is finding model schools that successfully use technology to make their lessons relevant and rigorous to students learning needs. The identification of the essential skills and knowledge for each class is an ambitious project. It requires time, teacher commitment, and buy-in.

A challenge to maintaining opportunities for professional development is the bell schedule. The bell schedule permits one day of professional development during a two hour block.

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**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?**

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Galileo provides extended hours for the GEECs as well as funding for travel to conferences and professional development. Funding is supplied for technology equipment, a computer technician, and Curriculum Technology Information Specialist.

**d) What and how are additional family, school, district and community resources used to assist these student and what impacts have been observed?**

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Teachers have the opportunity to attend District and non-district sponsored workshops.

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**Current-Year Objective 3: The school will continue to expand and strengthen partnerships with the Galileo Alumni Association, the PTSA, and other community agencies/organizations.**

**a) What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**

During the 2006/07 school year Galileo has partnered with over 20 organizations. Through continued dialogue, on-going meetings, and utilizing a key contact person, not only has Galileo maintained a strong partnership with the Galileo Alumni Association and PTSA, but it has also developed and maintained strong ties with many community organizations and businesses like Google, Adobe, American Conservatory Theater (ACT), Horizons, and California Pacific Medical Center.

The Academies and Pathways like Biotechnology, Information Technology, Health Science, and Publications pathways allow Galileo staff to approach organizations like CPMC, IBM, Genetech, and others to enhance our students' education by inviting them to work with our students on the school site or at their place of business. The professional mentorship and hands on training has proven highly beneficial to our students' learning. The teachers/coordinators of these programs maintain these partnerships by close communication and reciprocate sharing of ideas. Because the administration, SSC, and parents have supported these efforts, Galileo continues to be a welcoming site.

Many scholarships, internships, job shadowing, and other educational opportunities are constantly being offered to the school. Working to organize and disseminate all this information requires time and effort. Again, the school utilizes key people such as teachers and counselors to manage and maintain communication with each sponsoring organization.

The diligence and hard work of district representatives, administrators, teachers, and other school staff have brought to fruition the thoughts and ideas that outside resources offer. Prop H is a key catalyst for opening the doors to offering more visual and performing arts classes on site. The school will continue to expand academies and pathways by offering the Academy of Hospitality and Tourism. Galileo will seek out and work with local businesses to create opportunities for our students.

**b) What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**

Coordinating programs activities, time, and availability of space are challenges. Overcoming these challenges is accomplished by working out a master schedule and building a plan for office space that accommodates CBO needs.

**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?**

The school allocates WSF fund for personnel resources including the college and career counselor, .5 FTE of the School-to-Career coordinator position, and .5 FTE of the Peer Resource position. It also provides instructional supplies and materials, extended hours for professional development, and technology equipment.

**d) What and how are additional family, school, district and community resources used to assist these student and what impacts have been observed?**

Resources listed below prepare students for college and career experiences.

All of the partnerships have created many benefits for our students; the benefits include: Mentors, Internships, Job Shadowing, Academic Support, Mental Health Support, and Medical/Dental Support.

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## Priorities for 2007-2008

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

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### **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.

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#### **Data Conclusions for Goal 1**

Questions to cover:

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

The CST data shows that there continues to be an achievement gap across grade levels 9, 10, and 11 and across the subject areas English Language Arts, Math, Social Science, and Science for the African American, Latino, ELL, and Special Education subgroups. However, there is no significant difference between the performances of non socio-economically disadvantaged and socio-economically disadvantaged students.

Overall, Galileo performs better than the district's and state's average. For the past five years, the school has continued to make remarkable growth in the CST English Language Arts by decreasing the percentage of students in the low range from 79% to 47% and increasing the percentage of students in the average range from 17% to 32% as well as in the high range from 4% to 20%. This same trend has occurred across the grade levels with the 9<sup>th</sup> grade doing slightly better than the 10<sup>th</sup> or the 11<sup>th</sup>. It must also be noted that the percentage of students "at or above proficient" increased from 21% to 53% over the last five years.

In terms of sub-group performance, the African American students showed a steady increase from year to year in the 9<sup>th</sup> grade, but sporadic increases and drops between the last five years for the 10<sup>th</sup> and 11<sup>th</sup> grade. The Latino students on a whole showed increases from year to year on all grade levels. ELL data for CST results show significantly lower percentages in the "at or above proficient" area, but the Math data from the CST shows that ELL students continue to do almost as well as non-ELL students in the areas of Algebra and Advanced Algebra.

By the 11<sup>th</sup> grade, the overall passing rate for the CAHSEE is 84%, while the AA passing rate is 73%, L 52%, ELL 51%, and Special Education 28%. By the 12<sup>th</sup> grade almost all AA students pass the exam. The Latino and Special Education students continue to struggle with the Math portion, while the ELL students struggle to pass the English Language Arts portion.

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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.]*

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**Objective 1: Meet 2007/2008 API target of 758 and all 2007/2008 AYP criteria.**

**Objective 2: Close the achievement gap for African American (AA), Latino (L), English Language Learner (ELL), and Special Education (SpEd) students.**

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### **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.]*

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**Key Strategy 1:** Raise test scores. Move 5% of each subgroup; from Far Below Basic to Below Basic, Below Basic to Basic, & Basic to Proficient.

**Key Strategy 2:** Continue to provide support to raise scores through intervention strategies such as: tutoring, CMC classes, REACH reading classes, and CAHSEE courses.

**Key Strategy 3:** Work with parents, community leaders, and Community Based Organizations to support subgroups to achieve academic success.

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## **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:**

High achievement for all students is the goal of our academic plan. Our comprehensive school plan focuses on ensuring that all students are ready for college and careers. We know that in order to motivate students to learn we must make learning purposeful and relevant to them. To that end, we have created a variety of programs to meet the needs and interests of students. Several Pathway/Academy Programs supported by our community and business partners meet the interests of the students.

- Health Science Academy works in conjunction with City College and California Pacific Medical Center, introducing students to hospital and EMT careers.
- Environmental Science Pathway, which uses the Environmental Protection Agency's (EPA) facilities in the Presidio and Crissy Field in order to train students in modern field study techniques and provide a forum for interaction with career scientists.
- Academy of Information Technology (AOIT) was developed in response to student desire to have more knowledge of the field. With the support of the National Academy Foundation (NAF), the Bay Area Video Coalition, the Regional Occupation Program, IBM, City College, Google, Adobe and The Pearson Foundation, students have access to internships and careers with our community partners.
- Biotechnology Pathway provides two years of college-level instruction in the principles of Biotechnology for students who are interested in studying or having a career in this field of science. Through a partnership with City College of San Francisco, our students participate in the CCSF Biotech Certification Program upon completion of their first year course at Galileo.
- Publications Pathway is based on the input of our students and teachers and the administration's study of the latest business trends. This pathway focuses on writing skills (English and Journalism) and technology skills (Desktop Publishing).
- Academy of Hospitality and Tourism (AoHT) will be in its first year of implementation next school year. This Academy is available to our English Language Learners as well as other students interested in this field. This strategy is based on the WASC Visiting

Committee's recommendation that the Galileo community continues to expand and refine the Academies and Pathways in order to better serve a broader constituency.

For students who have GPAs between 2.0 to 3.5, Galileo offers the Achievement via Individual Determination (AVID) program. During the students' four-year term in the AVID program, students gain skills enabling them to enter a university upon graduation. The AVID students are taught by the same teacher and supported by the same counselor for the four years. The AVID program consists of one teacher and one counselor, who provide help in developing learning skills and providing access to college and career education.

The Chinese Immersion Program (CIP) offers English Only (EO) and English Language Learner (ELL) students an opportunity to continue their Chinese language and cultural studies at Galileo Academy. The CIP students take a Chinese Language Arts 3/4 Honors class as well as Computer Arts in the 9<sup>th</sup> grade. And they take a Chinese Language Arts 5/6 Honors class and a Modern World Honors in the 10<sup>th</sup> Grade. In both Language Arts classes, the students learn Mandarin on two days and Cantonese on the other three days. In the core classes, the students master the core subjects using Cantonese, thus reinforcing the language acquisition. All these classes also allow the CIP students to have a better understanding of the Chinese culture and to develop an appreciation of Chinese literature, art and music. The program is funded by the Federal Language Assistance Program (FLAP) grant.

Students must meet four of the six criteria in order to be identified as Gifted and Talented and be admitted into the Gifted and Talented Education (GATE) program. The GATE coordinator not only provides many cultural enriching activities throughout the year for the GATE students including field trips to plays, ballet, and opera, but also holds GATE parent meetings and parent education workshops to provide tools for parents to support their children. An honors/ AP core curriculum which meet university entrance requirements is offered to the GATE students. In line with the district's goal to close the achievement gap of the AA, L, ELL students, the leadership team along with the GATE coordinator has continued their efforts to identify more GATE students.

Galileo also provides supplementary programs for students with special needs in the areas of language or academic support. The English Language Development (ELD) program provides additional language and SDAIE classes in content areas with a fully credentialed teaching staff. Students who are eligible for Special Education services have the support of their teacher/counselors to be placed in the least restrictive environment to maximize their educational experience.

The Visual and Performing Arts Department with the support of the School Site Council is able to utilize the first several years of Prop H funds to build the infrastructure of its programs. The department has been making purchases of needed supplies and instruments, which have been put off in the past due to a lack of fund. Currently, the department offers the following art classes: piano, guitar, band, orchestra, drawing, painting, photography, computer art and journalism/yearbook. With the continued financial support from Prop H Arts and the One-Time Block grant, the department would like to bring back arts disciplines that are no longer taught at Galileo such as drama, dance and fine arts classes like ceramics and sculpture. The department

would also like to allocate fund to purchase additional equipment and supplies to support these classes.

The Physical Education Department uses approximately 18% of the Prop H Sports fund to implement a school wide intramural program at lunch and after school. The program is open to any interested students and offers them a variety of sports such as table tennis, basketball, badminton, dance, chess, soccer, etc. The remaining budget is used to pay extended hours for intramural supervision and to meet all the athletic teams' equipment, uniform and supply needs. For 2007/2008, the department will base its Prop H funding expenditures according to the recommendations of the SFUSD Physical Education Steering Committee.

The above programs allow students get access to core curriculum while simultaneously providing the students the opportunity to find a positive connection to the school and preparing them for a career in areas of their interest. As the school ensures equal access to all students, there is a need to formulate an Equity Review Committee (ERC) that will consist of the GATE coordinator, Literacy Specialist, AP of Pupil Services, IRF, and ELL, English, Math, Special Education Department Heads. The ERC will create equal access for all students for the honors and advanced placement courses as well as monitor the students in need of intervention program support.

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### **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: The Equity Review Committee (ERC) will create a process to ensure equal opportunity for access for all students into honors, AP, Pathways, Academies, and other school-wide programs. Process will be evident through documentation, meeting minutes, and data collected.**

**Objective 2: Increase AA, L, ELL, SpEd students' participation in the Academy of Information Technology (AoIT), Health Academy, Academy of Hospitality and Tourism (AOHT), Publications Pathway, Environmental Sciences, Biotechnology Pathway, AVID, Chinese Immersion, honors and AP provide support for students to ensure academic success. 3% of AA, L, ELL, SpEd students will be moved.**

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### **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:** The Equity Review Committee reviews data for underrepresented student population by analyzing grades and test scores and placing those students in the appropriate programs with support to help them achieve academic success.

**Key Strategy 2:** The ERC approves any withdrawals from honors, AP, Pathways, Academies, and other school-wide programs.

**Key Strategy 3:** Raise awareness of all Academies, Pathways, and other school-wide programs.

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### **Goal 3: Instructional Improvement**

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

#### **Data Conclusions related to Goal 3**

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

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#### **Key Findings:**

Galileo finds that weekly department and cluster meetings allow teachers to closely align their curriculum. Currently, teachers are defining the scope and sequence needed in their classes. Teachers are researching ways to address the standards in their classes in an effort to align their content areas. For an example, the math department plans the scope and sequence for each subject. The planning enables students to move from a general education class to an honors/ AP class in the middle of the semester (once they reach mastery). The other departments are beginning to emulate this model.

The Galileo Technology committee has been formed to oversee, improve, and expand the frequency and use of technology as applicable to instructional improvement. The committee has realized that teachers need more assistance using technology in the classroom and has formed a subcommittee to help the teachers. Galileo Electronic Education Committee (GEEC) surveys the staff to determine the level of understanding and usage of technology in the classroom. The GEEC squad has paired teachers who are less proficient in technology with more technologically astute teachers in an attempt to improve the proficiency level of each teacher. The tech crew has assessed and inventoried the hardware and software utilized by each staff member in order to intelligently purchase technology that is relevant instruction. These efforts are to help teachers better deliver instruction through technology.

The African-American summit meets quarterly to address the needs of the African-American students by responding to data. Staff members discuss culturally relevant strategies that help teachers deliver instruction.

Through data collection and analysis, the leadership team has identified two issues pertinent to the African American students: they receive 40% of the referrals written to the Deans', the African-Americans who are not involved in any extra-curricular activities have GPAs below 2.0, and those who are involved in extra-curricular activities maintain GPAs above 3.0. African-American students are also underrepresented in honors and AP classes.

New teacher meetings occur monthly to address the administration's expectation of the teachers. New teachers report greater success in instruction and classroom management through the support provided in the meetings. The Instructional Reform Facilitator works in the classroom with new teachers and teachers with classroom management issues. The school finds that the Instructional Reform Facilitator's assistance to teachers with classroom management issues has minimized the disciplinary referrals written about the students and created a more effective use of instructional time and classroom management.

The GATE coordinator provides differentiated instruction strategies to teachers to enhance the GATE students' learning.

Special Education teachers visit all departments during common planning time to offer strategies and ideas that help RSP and SDC students achieve their IEP goals. The SpEd teachers also assist teachers in understanding specific modifications and goals as stated in the IEPs.

In conjunction with the International Center of Leadership in Education (ICLE), the school has adopted a Relationship Plan that allows teachers to create curriculum that is relevant and rigorous.

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### **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: Technology Committee will improve and increase teachers' technology usage by 10% to enhance teaching and learning.**

**Objective 2: Improve instruction through teacher collaboration and professional development. The following instructional strategies would be implemented: SDAIE, student engagement, kinesthetic/hands on skills, career skills, and responsible citizenship.**

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### **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:** The technology committee holds bi-monthly meetings to support, monitor, and implement the overall technology plan for Galileo.

**Key Strategy 2:** Collaborate and identify the skills and knowledge essential for success in each grade level and subject area through department, grade level, and cluster meetings.

**Key Strategy 3:** The leadership team will disaggregate performance data on the AA, ELL, Special Education, and Latino populations to plan, guide, and assess our intervention strategies.

**Key Strategy 4:** Use test scores and other available data to improve instructional delivery to all students in targeted subgroups (AA, Latino, ELL, and SpEd).

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#### **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.]*

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#### **Key Findings:**

- Galileo maintains a safe, clean and orderly physical environment. Overall, school-wide surveys indicate that students feel safe, have a caring adult, and are connected to the school. The site contains over 70 clubs and organizations that offer opportunities for students to be involved in school activities. Our lunch time intramural program engages students and promotes positive interaction. The after-school tutoring and Futurama program (21<sup>st</sup> Century Grant) offers students tutorial support, opportunities for drama, dance, technology usage, performance, self-defense, and others. The 9<sup>th</sup> grade orientation transitions students into the high school culture and helps them understand school rules, expectations, and the available resources for their academic, social, emotional and physical needs.
- Students who are connected school achieve success and do better overall. As we analyze the positive interactions between adults and students, we have compiled those ideas into the Relationship Plan that is currently being implemented.
- The Wellness Center provides comprehensive mental health services and promotes healthy nutritional choices for students and adults. The Peer Resource Program promotes positive social interaction through peer mediation, conflict resolution, and workshops.
- Providing alternatives to suspension through student court, counseling, wellness referrals, peer resources and parent conferences helps the school culture.
- Recent findings indicate that over 10% of students arrive late to school each day. Data collected indicates students that over 200 students arrive 20 minutes or later to school. When are asked, comments such as: “Why come on time no one cares?”, “MUNI was late.”, “I woke up late.” are made to name a few. To date, this number has not improved.
- Current data patterns and trends indicate that there is a correlation between the success rate of students being “positively” connected to school vs. those students who are not “positively” connected to school.
- Subgroup performance of our African American and Latino students shows that they often do not feel supported or nurtured. This is often seen in the tardy, cutting and suspension patterns for our school.
- Galileo maintains a safe, clean, and orderly physical environment so students will have a better nurturing place to learn.
- Having two fulltime SROs and a comprehensive camera system reduces graffiti and keeps students accountable for their behavior.

- School activities, clubs, assemblies, sports, tutoring, and Prop H Sports and Arts funded activities offer a myriad of positive channels allowing Galileo students to feel connected to the school community.
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### **Key Objectives for Goal 4**

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

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**Objective 1: Provide teachers and staff with professional development related to cultural sensitivity and best practices to further support and nurture students in their learning environment.**

**Objective 2: Enforce the existing Comprehensive Safe School Plan in accordance with SB187 and Section 35294 of the California Education Code to ensure the welfare, safety and security of all students.**

**Objective 3: Establish realistic, achievable, and enforceable expectations that are clearly communicated to all students.**

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### **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.]*

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**Key Strategy 1:** Focusing on our subgroups of ELL, SpEd, African American, and Latino students, the Galileo leadership team will develop an action plan that introduces research based strategies to all staff to decrease the number of students who feel “disenfranchised” with school.

**Key Strategy 2:** Develop a school wide policy that will encourage students to arrive to school and class on time.

**Key Strategy 3:** In order to enforce the Comprehensive Safe School Plan, with a major two year construction project taking place, the safe school committee will meet monthly to assess and monitor the safety and cleanliness of the “North Campus” and other areas of the building.

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## **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.]*

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#### **Key Findings:**

Galileo recognizes that parental and community involvement is of paramount importance in achieving a successful outcome for our students. When concerted outreach is done for specific meeting and/or forum agendas related to particular interests parents participate. All parents and in particular, our subgroups of ELL, SpEd, African American, and Latino parents want to help their children achieve academic success.

The school has continued and/or expanded its relationships with a number of community organizations including the Fisherman's Wharf Rotary Club, California Pacific Medical Center, Galileo Alumni Association, City College of San Francisco, UC Berkeley, PTSA, IBM, Adobe, Google, Genetech, Pearson Foundation, National Foundation for Teaching Entrepreneurship, National Academy Foundation, Community Educational Services, Chinese Cultural Services, American Conservatory Theater. These community organizations have given the school financial support and offered numerous educational and career opportunities for our students. Over 20 Community Based Organizations work with Galileo's Wellness Center to provide ongoing mental health counseling, crisis intervention, and group support.

Galileo has several dedicated parent groups including the PTSA, School Site Council, and English Language Advisory Committee. Galileo's Parent Liaison works with the Office of Parent Relations to provide outreach to parents through phone calling, newsletters, networking, workshops, emailing, and the website.

Community meetings with parents held in the communities have increased in frequency and attendance. Galileo has received positive feedback from holding these meetings.

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### **Key Objectives for Goal 5**

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

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**Objective 1: Actively involve parents, community and other stakeholders in the decision making process.**

**Objective 2: The school will continue to expand and strengthen partnerships with the community agencies, business partners, and other stakeholders.**

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### **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.]*

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**Key Strategy 1:** To increase communication with parents, the school will utilize all the available communication devices for maximum results.

**Key Strategy 2:** Continue to articulate with our community partners to expand student learning in practical and relevant ways.

**Key Strategy 3:** The School Site Council (SSC), Parent-Teacher-Student Association (PTSA), Principal's Cabinet, and Galileo Alumni Association (GAA) participate in discussion of school wide initiatives and implementation.

## 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 <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: Meet 2007/2008 API target and all 2007/2008 AYP criteria.</b></p> <ul style="list-style-type: none"> <li>All departments implement action plans to align instruction to the state content and performance standards.</li> <li>The AP of Curriculum, IRF, and Department Heads disaggregate and analyze ELA and Math data to identify students for placements in proper courses.</li> <li>Formulate Equity Review Committee (ERC) to assess placement of students and to monitor their progress.</li> </ul>	<p><b>August 07- June 08</b></p> <p><b>August Ongoing</b></p> <p><b>September</b></p>				
<p><b>Key Strategy 2: Continue to provide support to raise scores through intervention strategies such as: tutoring, CMC Math classes, REACH reading classes, and CAHSEE courses.</b></p> <ul style="list-style-type: none"> <li>The Literacy Coordinator, the Math department head, IRF, and After School Program coordinator identify students in the underperforming subgroups to participate in the above programs.</li> <li>The ERC and teachers of intervention programs are provided with resources and materials to help the students in the</li> </ul>	<p><b>June, July, August 07 Ongoing</b></p> <p><b>Quarterly</b></p>	<p><b>Instructional materials/ supplies</b></p>	<p><b>\$ 5, 000</b></p>	<p><b>WSF/LEP</b></p>	<p><b>District Math and Literacy Coordinators</b></p>

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

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

<p>subgroups. The above coordinators along with the teachers monitor and assess the students to ensure that they are placed in the most challenging levels.</p> <ul style="list-style-type: none"> <li>• Create Individualized Education Plans for students in underperforming subgroups that have GPAs below 2.0.</li> <li>• Utilize the SAP and SST processes to further identify student needs and make appropriate referrals.</li> <li>• Develop a leadership/study skills class to support underachieving students.</li> <li>• Common planning time allows for teachers to have professional development opportunities to discuss best practices, develop common assessments, and discuss the needs of specific students.</li> <li>• ELL and SpEd teachers visit the other departments to offer interdepartmental support and discuss the learning needs specific to those populations.</li> </ul>	<p><b>September 07 Ongoing June 08 Weekly and as needed August: Master Schedule Every week during Early Release days Monthly and ongoing</b></p>	<p><b>Instructional materials/ supplies</b></p>	<p><b>\$ 3, 000</b></p>	<p><b>WSF/LEP</b></p>	<p><b>District Peer Resource Office</b></p>
<p><b>Key Strategy 3: Work with parents, community leaders, and Community Based Organizations to support subgroups.</b></p> <ul style="list-style-type: none"> <li>• The school staff and the Parent Liaison collaborate with the CBOs that are located in these communities and hold meetings with parents and community leaders to create strategies to support the subgroups.</li> <li>• Engage subgroups by encouraging them to participate in sports and extra-curricular activities. Collaborate with coaches and sponsors to provide academic support to ascertain student success.</li> </ul>	<p><b>Quarterly Weekly</b></p>	<p><b>Food and materials</b></p>	<p><b>\$ 2, 000</b></p>	<p><b>LEP</b></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?*

**By using CELDT, CST, CAHSEE, Advanced Placement scores, and GPA, the ERC assesses placement and monitors growth. CST data is disaggregated and analyzed school wide as well as reviewed quarterly during faculty, leadership team, and department meetings. High**

leverage activities will be monitored through department meeting logs, sign-in sheets, monthly new teachers meetings, SAP meetings, SST logs, parent surveys, needs assessments, and increased parental participation at school and community meetings.

### 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 <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: The Equity Review Committee surveys underrepresented student population by analyzing grades and test scores and placing those students in the appropriate programs with support to help them achieve academic success.</b></p> <ul style="list-style-type: none"> <li>• Counselors meet with AA, L, ELL students to create Individual Learning Plans to ensure that students are placed in challenging classes that support their post-secondary goals. Every six weeks, their progress is reviewed by the ERC.</li> <li>• Counselors will meet with SpEd students every 3-4 weeks to assess students placement in an effort to increase movement from least restricting environment or with the goal to demit students when appropriate.</li> <li>• The ERC and the Literacy Coordinator identify and monitor students in intervention programs (CMC Math, REACH Reading, CAHSEE) with the intent of building the students' skills and moving students to higher level courses.</li> </ul>	<p><b>August 07 ongoing thru June 08</b></p> <p><b>Every Six weeks</b></p>				
<p><b>Key Strategy 2: The ERC approves any withdrawals from honors, AP, Pathways, Academies, and other school-wide programs.</b></p> <ul style="list-style-type: none"> <li>• The ERC attempts to refer students to other school-wide</li> </ul>	<p><b>Ongoing</b></p>				

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

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

academic support programs before addition/withdrawal is approved.	<b>throughout year</b>				
<b>Key Strategy 3: Raise awareness of all Academies, Pathways, and other school-wide programs.</b> <ul style="list-style-type: none"> <li>Awareness is raised through the Ninth Grade Orientation, parent meetings, school tours, newsletters, G-House TV, school website, infomercials, course selection processes, and community meetings, etc.</li> <li>Counselors meet with individual students to map out their Four Year Plans to ensure that their educational goals will be reached.</li> </ul>	<b>August, Back to School Night, Open House, Ongoing</b>  <b>August and throughout year</b>	<b>Reproduction, Postage, Extended hours</b>	<b>\$ 2, 000</b> <b>\$ 1,000</b> <b>\$ 4, 000</b>	<b>WSF</b> <b>LEP</b> <b>Prop H</b>	

### 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?*

These high leverage activities will be monitored in the following ways: all students' four year plans are assessable and kept in a binder in the counseling office. An open communication between the administration, Equity Review Committee, and leadership team will be created. There will be a review of the numbers of students participating and continuing in the academies and pathways sequential program. Post graduation participation and success in careers related to academies and pathways will be monitored. Annual subgroup participation in honors, advanced placement, academies and pathways will be monitored.

### 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 <sup>5</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>6</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: The technology committee holds bi-monthly meetings to support, monitor, and implement the overall Technology plan for Galileo.</b></p> <ul style="list-style-type: none"> <li>The GEEC squad identifies the needs of teachers and increases technology usage to improve classroom instruction and curriculum. The GEEC squad and teachers create strategies to encourage underperforming students to use technology in productive ways.</li> <li>In conjunction with the Technology Plan, the school supports the upgrade of the physical infrastructure and continues to provide professional development integrating technology into the curriculum.</li> </ul>	<p style="text-align: center;"><b>Bi-weekly</b></p> <p style="text-align: center;"><b>September, October</b></p>	<p style="text-align: center;"><b>Instructional materials/supplies</b></p> <p style="text-align: center;"><b>Hubs, Pipes and Clouds</b></p>	<p style="text-align: center;"><b>\$ 5 ,000</b></p> <p style="text-align: center;"><b>\$ 5,910</b> <b>\$ 3,000</b></p>	<p style="text-align: center;"><b>WSF/LEP</b></p> <p style="text-align: center;"><b>WSF/LEP</b></p>	<p style="text-align: center;"><b>Information Technology Department</b></p>
<p><b>Key Strategy 2: Collaborate and identify the skills and knowledge essential for success in each grade level and subject area through department, grade level, and cluster meetings.</b></p> <ul style="list-style-type: none"> <li>Teachers develop common assessments, rubrics, and documentation of essential skills and knowledge needed to achieve success for each course.</li> <li>Provide ongoing professional development opportunities to teachers in areas related to best practices, curriculum development, differentiated instruction, technology, and other areas related to rigorous courses.</li> <li>Utilize BTSA and PARS support as well as peer coaching and professional development to improve classroom</li> </ul>	<p style="text-align: center;"><b>August 07</b></p> <p style="text-align: center;"><b>To</b></p> <p style="text-align: center;"><b>June 08</b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p style="text-align: center;"><b>Extended Hours</b></p> <p style="text-align: center;"><b>Substitute Coverage</b></p>	<p style="text-align: center;"><b>\$ 2,000</b></p> <p style="text-align: center;"><b>\$ 2,000</b></p>	<p style="text-align: center;"><b>WSF/LEP/ Prop H</b></p> <p style="text-align: center;"><b>WSF/LEP/ Prop H</b></p>	

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

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

management. <ul style="list-style-type: none"> <li>• Create Golden Seal lesson plans that reflect best practices.</li> </ul>	<b>September, October</b>				<b>ICLE Model Schools</b>
<b>Key Strategy 3: The leadership team will disaggregate performance data on the AA, ELL, Special Education, and Latino populations to plan, guide, and assess our intervention strategies.</b> <ul style="list-style-type: none"> <li>• Increase walkthroughs to ensure BBC is utilized correctly to support student learning.</li> <li>• Students are appropriately placed in challenging courses.</li> <li>• SpEd and ELL department heads visit other departments to in- service teachers on appropriate uses of SDAIE strategies and differentiated instruction.</li> <li>• SpEd teachers will be included in cluster meetings and other nine department meetings.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Continue the CAHSEE, Reading and Math Intervention programs to support students.</li> <li>• Implement a leadership/study skills class that focuses on empowering at-risk students in problem solving and conflict resolution.</li> </ul>	 <b>August 07 (weekly and as needed) June 08 August 07- June 08</b>  <b>August 07 June 08</b>  <b>August 07 June 08</b>	   <b>Substitutes</b>   	   <b>\$ 2, 000</b>   	   <b>WSF/LEP</b>   	

### Monitoring and Assessment for Goal 3

*Questions to cover:*

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

**Use surveys and needs assessments to monitor and improve the usage and frequency of instructional technology. Utilize walkthrough data to meet with individual teachers and departments to ensure instructional improvement and integration of instructional technology into the curriculum. Monitor, review, and provide feedback through weekly department meeting minutes and teachers' course and unit outlines.**

### Goal 4: School Climate

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

<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>7</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>8</sup>                      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><b>Key Strategy 1: Focusing on our subgroups of ELL, SpEd, African American, and Latino students, Galileo leadership team will develop an action plan that will introduce research based strategies to all staff to decrease the number of students who feel “disenfranchised” with school.</b></p> <ul style="list-style-type: none"> <li>• Provide professional development activities for teachers to develop best practices to better connect a diverse student population to the teacher’s class and school.</li> <li>• Monitor and assess the effectiveness of departments’ Relationship Plans. <i>TeleParent</i>, attendance at school activities, student surveys, and anecdotal observations will serve as assessments to the effectiveness of the Relationship Plan.</li> <li>• The IRF and Assistant Principals work with new teachers and those with classroom management issues to strategize ways to build relationships with students.</li> <li>• The school continues to offer school assemblies and activities that promote cultural diversity and the acceptance of individual differences.</li> <li>• The Wellness Program provides professional development to staff regarding health, mental health, and substance abuse issues, as needed.</li> <li>• The Wellness and Health Promotion Committee Program presentations are incorporated in the staff development activities. Teachers and staff will participate in their monthly</li> </ul>	<p style="text-align: center;"><b>Monthly                      September 07                      to June 08</b></p> <p style="text-align: center;"><b>September 07                      Every other                      week                      June 08</b></p> <p style="text-align: center;"><b>September 07                      Every other                      week                      June 08</b></p> <p style="text-align: center;"><b>As scheduled                      from ASB                      calendar                      As scheduled                      throughout                      year</b></p> <p style="text-align: center;"><b>Early Release                      Days                      (Tuesdays)</b></p>	<p style="text-align: center;"><b>Arts related                      assemblies</b></p>	<p style="text-align: center;"><b>\$ 5, 000</b></p>	<p style="text-align: center;"><b>Prop H</b></p>	<p style="text-align: center;"><b>Prop H Arts                      Committee</b></p>

<sup>7</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.  
<sup>8</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p>school wide health awareness events.</p> <ul style="list-style-type: none"> <li>Continue to utilize the Prop H funds to implement programs to support a positive school climate and further involve students (especially the subgroups) in school related activities.</li> </ul>	<p><b>September 07</b> <b>Daily</b> <b>June 08</b></p>	<p><b>Intramural sports</b> <b>Arts related programs</b></p>	<p><b>\$ 10, 000</b> <b>Prop H Sports</b> <b>\$ 6,142</b> <b>Prop H Arts</b></p>	<p><b>Prop H</b></p>	
<p><b>Key Strategy 2: Develop a school wide policy that will encourage students to arrive to school and class on time.</b></p> <ul style="list-style-type: none"> <li>Teachers turn in syllabi to AP of Curriculum and teachers will have class rules and expectations posted.</li> <li>Department heads and administrators visit classrooms weekly to ensure rules and BBC are posted and implemented to further engage students in the learning process.</li> <li>At the start of the school year, the school implements five days of lessons to orient students to the school’s expectations.</li> <li>The school disseminates information regarding the tobacco free and drug free policy through the parent student handbook and clearly posted signs.</li> <li>The school continues to hold student court hearings to deal with minor infractions.</li> <li>The school promotes the usage of the school hotline number through G-House TV.</li> <li>Wellness providers, counselors, AP of Pupil Services and the deans will meet quarterly to provide more alternatives to suspensions and facilitate re-entry of students returning from suspension and into transition programs. New Alcohol Policy/BIS will be implemented by Wellness in Collaboration with Deans, for all students caught using substances on campus.</li> <li>Involve security in school wide strategies and policy implementation. This is to include monitoring of hallways to prevent students from behaving in destructive ways and getting to class on time.</li> <li>Pilot a leadership class to support and empower our subgroup students with interpersonal self-disciplining skills.</li> </ul>	<p><b>Begin</b> <b>August 07</b> <b>End</b> <b>September 07</b> <b>Weekly</b></p> <p><b>August 07</b></p> <p><b>Periodically throughout year</b> <b>Student court: weekly</b> <b>Every week</b> <b>G-House</b></p> <p><b>September, November, January, March</b></p> <p><b>Daily</b></p> <p><b>Master schedule</b></p>	<p><b>Reproduction and Consultant</b></p> <p><b>Instructional materials/ supplies</b></p>	<p><b>\$ 1, 000</b> <b>Reproduction</b> <b>\$ 3, 000</b> <b>Consultant</b></p> <p><b>\$ 2,000</b></p>	<p><b>WSF/LEP</b></p> <p><b>WSF/LEP</b></p>	

<p><b>Key Strategy 3: In order to enforce the Comprehensive Safe School Plan, with a major two year construction project taking place, the safe school committee will meet monthly to assess and monitor the safety and cleanliness of the “North Campus” and other areas of the building.</b></p> <ul style="list-style-type: none"> <li>• Teachers, Security, Wellness, Counselors, paraprofessionals, custodians, and all other staff will participate in ongoing crisis response training to be knowledgeable of the required crisis procedures and actions.</li> <li>• Work towards increasing our security staff to a total 8 to ensure safety during construction.</li> <li>• Lengthen passing period of bell schedule to ensure safety of students during construction.</li> <li>• Relocate the Dean, Assistant Principal and added security staff to the North Campus during construction.</li> <li>• Increase lighting in tunnel to ensure safety of students.</li> <li>• Wellness Program will maintain on-call mental health crisis coverage Mondays to Fridays; from 8 am to 3:30 pm.</li> </ul>	<p><b>September 07 Monthly June 08 Ongoing</b></p> <p><b>Master Schedule</b></p> <p><b>August 07 December 08</b></p>				
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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?*

**To monitor the effectiveness of the high leverage activities, the administrative team will: 1) monitor sign in sheets and agendas; 2) observe best practices during walkthroughs; 3) monitor frequency of teacher calls home through *Teleparent* and phone logs; 4) evaluate referrals written by teachers; 5) analyze student health surveys and ICLE’s “My Voices” survey data; 6) utilize schedules and logs; and 7) monitor progress and adhere to completion dates of the Safety Plan.**

### 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 <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: To increase communication with parents, the school will utilize all the available communication devices for maximum results.</b></p> <ul style="list-style-type: none"> <li>• Using the Autodialer, <i>TeleParent</i>, and E-Mail Notification System (ENS), inform parents of attendance, activities, and key dates.</li> <li>• Utilize electronic message board to disseminate information to students and parents.</li> <li>• Increase frequency of school community meetings.</li> <li>• Provide more parent workshops on teen issues particular to our underperforming subgroups.</li> <li>• In multiple languages notify parents via newsletters and weekly website updates.</li> <li>• Provide translation for meetings, workshops, Autodialer and <i>Teleparent</i> messages, and conferences.</li> </ul>	<p><b>September 07 Daily and when warranted by teachers June 08 Quarterly</b></p> <p><b>Monthly and as needed</b></p>	<b>Food and materials</b>	<b>\$ 2,000</b>	<b>WSF/LEP</b>	
		<b>Postage</b>	<b>\$10,000</b>	<b>WSF/LEP</b>	
		<b>Extended hours</b>	<b>\$1,000</b>		
<p><b>Key Strategy 2: Continue to articulate with our community partners to expand student learning in practical and relevant ways.</b></p> <ul style="list-style-type: none"> <li>• Continue to hold events sponsored by our partners to honor, reward, and recruit students in the Academy and Pathway programs.</li> <li>• Provide opportunities for the students to showcase their work with explanation to relevancy and real life applications.</li> <li>• Pathway and Academy teachers and coordinators work with partners to provide opportunities for scholarships and</li> </ul>	<p><b>September 07 as scheduled June 08 September 07 June 08</b></p>	<b>Assemblies, Performances</b>	<b>\$5,000</b>	<b>Prop H Arts</b>	

<sup>9</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.  
<sup>10</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p>internships.</p> <ul style="list-style-type: none"> <li>• Continue to provide a bell schedule that allows students to participate in off-campus activities.</li> <li>• PTSA provides teachers with enrichment grants.</li> </ul>	<p><b>Master schedule</b></p>				
<p><b>Key Strategy 3: The School Site Council (SSC), PTSA, Principal’s Cabinet, and GAA participate in discussion of school wide initiatives and implementation.</b></p> <ul style="list-style-type: none"> <li>• The SSC, English Language Advisory Committee (ELAC), PTSA, the school community, and partners will develop the Academic Plan and establish an annual budget to enable the school to implement all the activities listed in the Academic Plan.</li> <li>• The SSC is conducted according to its bylaws. Every two years elections are held in September to meet the membership composition requirement which consists of the principal, four teachers, one staff, three parents/community members, and three students. The next election will take place in September of 2008.</li> <li>• Parents of students with disabilities are informed at least as often as their non-disabled peers by the attachment G of the IEP.</li> <li>• The GATE coordinator holds several parent meetings to inform parents of the GATE program activities and identification process and solicit their input. The GATE coordinator will continue to identify all students highlighting underrepresented students.</li> <li>• The community meetings continue to implement school-wide initiatives.</li> </ul>	<p><b>September 07 Monthly June 08</b></p> <p><b>Monthly</b></p> <p><b>as scheduled</b></p> <p><b>Quarterly</b></p> <p><b>Quarterly</b></p>	<p><b>Food and materials</b></p>	<p><b>\$2,000</b></p>	<p><b>WSF/LEP</b></p>	

**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?*

**To monitor the effectiveness of the high leverage activities the school will: 1) utilize website information; 2) monitor *TeleParent* usage, agendas of parent workshops, school community meetings, newsletters, parent surveys, sign-in sheets, meeting minutes from Principal's cabinet, ELAC, SSC; 3) utilize input from Google, Adobe, and other CBOs; 4) analyze and respond to Wellness CBO input and surveys; 5) chart student interest data; 6) collect data from GATE student assessment forms to identify, monitor, and place students; and 7) provide opportunities for students to showcase their work during the Open House, Back-to-School Night, and Eighth Grade Orientation 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 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	<b>Date Elected</b>
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