

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Garfield ES

School

38-68478-6041040

CDS Code

April 9, 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 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <p>Intervention</p>
<p>2. Instructional Time</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 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <p>Math: 3 2 1 0</p> <p>Intervention</p>
<p>3. Principals’ Instructional Leadership</p> <p>To what has the school principal 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 principal to be trained within one year – “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 – “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities</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 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>

<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?**
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Current-Year Objective 1:

Following a year of assessment driven differentiated instruction, AA, L, EL and Sp. Ed. students will demonstrate an achievement gain of 5%, as measured by their performance in the April 2008 CST.

- a) Literacy Specialist to oversee the school-wide leveled reading program; PD in ELA for classroom teachers; tutoring services for low performers; volunteer program.
- b) The limited number of Sp. Ed. paraprofessionals poses a challenge in the mainstreaming of SDC (consisting of both LD and HFA students) for leveled reading.
- c) - Extended hours for paraprofessionals to tutor low performing students after school.
- Supplementary books and resource materials for classrooms and library.
- Visual/performing arts program; differentiated instruction; *Mighty Dragon program*; monthly awards for reading, writing and perfect attendance.
- d) SFAI students; SF volunteers; Jewish Coalition for Literacy; PTC sponsored *Scholastic Weekly News*; GATE, ELAP and Sp.Ed. funded supplemental materials.

Current-Year Objective 2:

Following a year of intensive ELD support and instruction, EL students and newcomers will continue to meet AMAO, demonstrating an improvement gain of 5%, as measured by their performance on the 2008 CST and CELDT.

- a) ELD instruction by Literacy Specialist; tutoring.
 - b) The varied age levels of newcomers requires careful consideration when making leveled reading group assignments.
 - c) Bilingual paraprofessional to tutor newcomers; professional development for teachers and paraprofessionals in SDAIE strategies.
 - d) SFAI students; SF volunteers; Jewish Coalition for Literacy; ELAP funded supplemental materials.
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Current-Year Objective 3:

Following a year of professional development based on identified staff needs in ELA and math, all students will demonstrate an achievement gain of 5% as measured by their performance on the 2008 CST.

- a) Bi-monthly ELA component meetings facilitated by Literacy Specialist; 2nd faculty meeting for professional development; bi-monthly grade level articulation meetings; holistic scoring of monthly writing prompt; peer observations.
- b) Changing demographics requires renewed focus on training in SDAIE and differentiated instructional strategies.

- c) Categorical funding for consultants; on-site workshops by District specialists.
- d) District-sponsored PD institutes; out-of-District conferences; visual and performing arts workshops.

Priorities for 2007-2008

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

GOAL 1: ACADEMIC ACHIEVEMENT

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

Data Conclusions for Goal 1

Questions to cover:

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

100% of Gr. 2-5 students were tested in spring 2006. All AYP targets were met. EL students met AMAO growth target as evidenced by the CELDT results. District matched scores indicate that AA and L students did not meet their growth targets in math. Our school-wide API score on the 2006 STAR Test was 818. Of the significant sub-groups, Asian and EL students scored an API of 839 respectively, while the 'social disadvantaged' group scored 826. The percentage of students scoring at proficient and above on the CST in English Language was 56%. In Math, 72% of Garfield students scored at proficient and above.

Overall, Garfield has a highly successful ELA program and a strong math program. Our Language Arts Program addresses the California Language Arts Standards in all grade levels. All grades 1-5 students, (including SDC classes) participate in a 75-minute leveled reading program daily, plus 50 minutes of home-room English Language Arts instruction. The district-adopted Houghton Mifflin materials are used, incorporating 'Success For All' strategies and supplementary materials. In addition to the H.M. assessments, Gr. 1- 5 students are assessed by the Scholastics Reading Inventory four times a year. SRI and CST scores indicate Garfield students are learning to decode and read fluently. Yet some students struggle with reading comprehension because of varying levels of English Language Development and background knowledge. The Harcourt Brace math series is fully implemented. Assessment of students' math concept mastery include the Harcourt Brace unit tests and quarterly tests on general math skills. Although AA student attendance met District targets, it still trails the record of other ethnic groups. Our half-time Learning Support Consultant works very closely with specific families on improving student attendance.

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:

Using the 2007 CST as a baseline measure, 35% of students scoring below basic level in ELA will improve to basic; 15% of students scoring at the basic level will improve to proficient level on the 2008 CST. In math, the improvement targets of these groups are 45% and 15% respectively.

Objective 2:

Using the 2007 CST as a baseline measure, all AA, L and EL students will demonstrate an achievement gain of 5% on the 2008 CST.

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:

Identify targeted student groups through careful, disaggregated data analysis.

Key Strategy 2:

Continue implementing the school-wide, Cooperative Learning based 'Success For All' program which emphasizes leveled reading instruction and calibrate the math curriculum across grade levels.

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:

Disaggregated 2006 CST results reflected that AA and L students did not show adequate growth in Math. 42% of EL who were newcomers in SY2005-2006 did not show significant progress on the SY2006-2007 CELDT. We need to ensure that AA, L, EL and Sp. Ed. students continue to make significant gains in both reading and math. During the 2007-2008 school year, special focus will be given to AA, L, EL and Sp. Ed. students performing below grade level in math, reading and language arts. Focus students will receive one-on-one tutoring in reading, and math. Special attention will be given to a group of Gr. 2-5 EL newcomers, who constitute about 10% of the testing population.

All EL students receive 30 minutes of ELD instruction daily using the Rigby ELD program. EL newcomers receive an additional 30 minutes of ELD instruction from the Literacy

Specialist. GATE students are challenged with extra credit assignments and supplemental curriculum materials. Enrichment activities include a visual and performance arts program that is integrated with the instructional curriculum. Optional after school piano and violin classes are also offered. We have two after-school programs on-site. A Title 1 funded CDC program and an After-school Community Enrichment program.

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:

All students including AA, L and EL will demonstrate an achievement gain of 5% in ELA and math on the 2008 CST.

Objective 2:

EL students will continue to meet or exceed the AMAO annual growth objectives and demonstrate an achievement gain of 5% on the 2008 CST and CEDLT.

Key Strategies for Goal 2

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

Key Strategy 1:

Teachers will use a variety of research-based strategies including challenge projects to provide differentiated instruction designed to meet the needs of a diverse group of learners.

Key Strategy 2:

ELD instruction will focus on assessment driven differentiated instruction using a variety of research-based strategies designed to meet the needs of EL students at diverse proficiency levels.

GOAL 3: INSTRUCTION IMPROVEMENT

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

Data Conclusions related to Goal 3

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

Key Findings:

Garfield School's student population includes 62% EL students of which 11% are newcomers. Garfield School provides 30 minutes of daily ELD instruction for all EL students and an additional 30 minutes of ELD instruction for the newcomer students. All Garfield teachers are reading teachers and participate in professional development activities to implement cooperative learning strategies and differentiated instructional strategies during the school-wide leveled reading program and throughout the school day across the curriculum.

The changing demographics of the school, i.e. an increase of EL newcomers, AA students and High-Functioning Aspergers students who are mainstreamed during reading reflects the need for providing differentiated instruction.

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:

Based on careful analysis of 2007 CST and CELDT data, professional development activities will be aligned with identified students needs.

Objective 2:

Staff and parents will be provided opportunities to participate in data analysis, planning and monitoring of the instructional program during SSC ELAC, Leadership Team and faculty meetings.

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:

Provide opportunities for teachers to attend professional development workshops and schedule time to reflect on and fine-tune classroom practices.

Key Strategy 2:

Classroom instruction will focus on individual students' learning styles/needs, through implementation of differentiated instructional strategies and SDAIE.

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:

As measured by the Spring 2006 parent survey, 93% of the respondents were happy with our school's clean and safe environment, which is highly conducive to quality teaching and learning. Emergency response procedures are in place and drills scheduled at regular intervals. Our 'Mighty Dragon' program rewards random acts of kindness and good manners. School and classroom rules/expectation are clearly communicated and incentive programs consistently implemented. School-wide monthly perfect attendance awards and classroom-based incentives encourage student attendance. In SY2005-2006, AA and L students met the baseline attendance targets. The non-mandatory suspension rate for AA was 60%.

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:

Continue to increase staff awareness and expertise in implementing our safe school climate, as measure by suspension rates, behavioral citations and parent surveys.

Objective 2:

Using 2007 attendance rates as a measure, continue to improve AA and L attendance rates by 10%.

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:

Continue to maintain a safe, conducive learning environment by actively supporting teachers, students and parents in the implementation of school-wide behavioral expectations.

Key Strategy 2:

Continue to develop promote cross-cultural appreciation, respect and tolerance by incorporating multicultural education across the instructional curriculum in all classrooms.

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:

Results of SSC/ELAC and Community meetings as well as parent surveys continue to indicate widespread satisfaction with our reading program, especially with the strong emphasis on phonemic awareness and phonics in the K-1 programs. It was recommended that there should be more opportunities for students to experience literature through a variety of modalities such as readers' theatre, as well as write to a variety of genres. Parent workshops on how to provide academic support to their children were suggested. Types of support parents would like to see include more instructional tips for parents; more enrichment activities in math, and more activities that build social skills, such as club activities, scouts and troops.

Parents are appreciative of the weekly principal's bulletin and classroom newsletters. Suggestions for improving home-school communications included more curriculum-oriented information and tips on how parents can help reinforce the concepts their children are learning in the classrooms. Parents also want to be more informed about our monthly student recognition programs in reading, writing and attendance.

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:

Incorporate 2007 parents/community meetings feedback into our SY2007-2008 site plan activities.

Objective 2:

Increase parent participation in school-wide activities and at SSC/ELAC and PTC meetings by 5%.

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:

Regularly provide parents with curriculum-related information and tips for home-support.

Key Strategy 2:

Encourage parent participation in a wide range of school/classroom activities and in a variety of leadership roles.

ACTION PLAN

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

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: <i>Identify targeted student groups through careful, disaggregated data analysis.</i></p> <p>a) The principal and teachers will analyze student achievement data in August using STAR Test results, CWST, Brigance and SRI scores. The data is disaggregated by major ethnic groups, EL, EDY, GATE and Sp. Ed. and aligned with the content standards. Throughout the year, teachers will continually review and re-align their classroom instruction guided by the disaggregated data.</p> <p>b) Professional development activities will be aligned with identified student needs based on data analysis.</p> <p>c) All students will continue to receive and work on extended learning activities such as vacation homework packets and educational websites. Emphasis will be given to the needs of low-achieving children and those at risk of not meeting the State Standards for student achievement required by section 1111(b)(1).</p> <p>d) All students will improve their oral and written language skills through an arts program which enhances creative writing/oral expression. School-wide or classroom performances/exhibitions will be scheduled to share creative talents. Gr. K-2 will participate in a visual arts program that emphasizes oral expression. Gr. 3-5 will participate in a creative writing program which will include</p>	Aug.-Oct.				
	Aug.-June	Workshops & Conferences	\$6,500	SIP	
	Aug.-June	Scholastic News	TBD	PTC	
	Aug.-June	Consultants Supplies	TBD \$3,356 \$2,107	Elem. Arts Prop H DBG	

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

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

<p>various genres and their characteristics, as well as enhances their oratory skills.</p> <p>e) Literacy and math support will be provided to all grade levels by the Literacy Specialist, with emphasis on first grade, AA, L and EL (especially newcomers). Students needing extra help will be tutored by paraprofessionals and volunteer tutors trained in reading strategies during regular, or after school, hours. Sp. Ed. paraprofessionals will provide reading tutoring to individual SDC students in their classrooms.</p> <p>f) All classes will continue to improve on writing skills through weekly Houghton Mifflin and Rigby writing assessments, and monthly writing prompts using the Houghton-Mifflin Program. Various genres and their characteristics will be explored.</p> <p>g) Paraprofessionals and volunteer tutors will be trained to tutor students who are below grade level in reading and math.</p> <p>h) Daily homework is assigned. Homework packets are provided during vacations. Teachers will collect and review completed packets to identify skills that need reinforcement and/or re-teaching.</p> <p>i) All students are required to read for 20-30 minutes at home, independently or with a parent, on a daily basis.</p> <p>j) Parent surveys and staff needs assessment results are analyzed at SSC and Leadership Team meetings.</p> <p>k) Each parent, student and staff will sign the home-school compact.</p>	<p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-Sept.</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>January</p> <p>November</p>	<p>Salaries</p> <p>Consultants</p>	<p>\$52,449 \$25,253 \$22,068</p> <p>\$5,000</p>	<p>SWP CD LEP</p> <p>SIP</p>	
<p>Key Strategy 2: <i>Continue implementing the school-wide, Cooperative Learning based ‘Success For All’ program which emphasizes leveled reading instruction and calibrate the math curriculum across grade levels.</i></p> <p>a) All students will have access to grade appropriate, standards-based instruction in ELA and math.</p> <p>b) Staff development will continue to focus on Cooperative Learning strategies, reading comprehension, writing strategies and implementation of the Houghton Mifflin program.</p> <p>c) The school-wide reading program will ensure uniformity of instructional practices and expectations across grade levels in reading through the daily monitoring of content and bi-monthly ELA Component meetings facilitated by the Literacy Specialist.</p>	<p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p>				

During these meetings, teachers discuss student progress and share best practices in reading intervention.					
d) ELA Component Meetings also address the writing process with activities from H.M. Teachers discuss strategies to build background knowledge and further develop pre-writing activities to improve student writing.	Aug.-June				
e) All classes will continue to improve on writing skills through monthly writing prompts using the Houghton-Mifflin program. Writing awards are given out at monthly assemblies.	Aug.-June				
f) All teachers will participate in holistic scoring of the monthly writing prompt using the 4 –point rubric that is aligned with state standards.	Aug.-June				
g) Houghton Mifflin’s implementation is monitored by the principal and Literacy Specialist during faculty and grade level meetings, s well as routine classroom visits.	Aug.-June				
h) Standards-based math strategies and procedures will be implemented to ensure school-wide consistency.	Aug.-June				
i) The principal, Literacy Specialist and classroom teacher will closely monitor students on the Focus Lists. Individual Instructional Plans will be developed by classroom teachers for each of these students. Referrals will be submitted to the Student Success Team to explore intervention strategies, as needed.	Aug.-June				
j) Supplementary materials, supplies, postage, clerical services and equipment, including maintenance contracts, will be purchased to support overall Academic Plan activities.	Aug.-June	Supplies Materials Equipment Contracts	\$3,161 \$5,779 \$3,573 \$2,967	WSF SIP LEP DBG	

Monitoring and Assessment for Goal 1

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above?

- a) The School Site Council and the Leadership Team will analyze and disaggregate all assessment data to determine site plan priorities.
- b) Teachers will review and re-align their classroom instruction using disaggregated data and quarterly classroom assessments in reading and math.
- c) Other data sources include CST and CELDT, Brigrance, SRI, monthly writing prompts, math benchmark assessments, student attendance records, portfolio assessments, SST referrals.

Goal 2: Academic Equity

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

<p>Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date⁴ Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>District Support(s) Needed</p>
<p>Key Strategy 1: <i>Ensure that all AA, L, EL and Sp. Ed. students performing below grade level receive additional support and GATE students are challenged by higher order thinking skills and activities.</i></p> <p>a) Reading and mathematics intervention programs will be provided for all children below the proficient level to meet the State’s proficient and advanced levels of student academic achievement as cited in NCLB section 1111(b)(1)(D).</p> <p>b) All Sp.Ed., EL, AA and GATE will have core curriculum materials and appropriate supplementary materials. Parents of EDY, EL, GATE and Sp. Ed. students are informed of program eligibility, rights and responsibilities, and supplementary services.</p> <p>c) EL, EDY, Sp. Ed. and G.A.T.E. are clustered in flexible groupings as they engage in daily enrichment and differentiated learning opportunities. Appropriate lesson modifications will be made to challenge/support their learning needs. Extensions in math, technology and science curriculum will focus on developing higher order thinking skills.</p> <p>d) Teachers will design and utilize daily standards-based lessons. Lessons will include differentiated instruction and SDAIE methodology.</p> <p>e) All students performing below grade level in reading or math will receive tutoring at least twice a week. Targeted AA, L and EL students will be tutored 3 to 5 times a week.</p> <p>f) Classroom instructional practices will reflect alignment with State standards and meet State guidelines for all subject areas.</p> <p>g) The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines. IEPs will be written</p>	<p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p>	<p>Materials Supplies</p>	<p>\$967 \$4,967 \$574 TBD</p>	<p>Sp.Ed. LEP CD GATE</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>and aligned to state core content standards and reflect students' present levels of performance.</p> <p>h) All Garfield students are assessed and grouped for reading at their instructional level. EL students are clustered to receive ELD lessons for 30 minutes daily. EL newcomers receive an additional 30 minutes of ELD instruction daily from the Literacy Specialist.</p> <p>i) Teachers, paraprofessionals and volunteers will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all GATE and High Potential students so they can have full access to the core curriculum. Curriculum is compacted if GATE student's assessments show mastery.</p> <p>j) Based on assessments, all GATE students will receive appropriate access to the core curriculum and extensions beyond, in depth, complex, novel and accelerated assignments that differentiate instruction throughout the day.</p> <p>k) Professional development will include activities to advance students' vocabulary development and conceptual understanding. Clarifying, monitoring and modeling of meta-cognitive strategies will continue to be emphasized at each component meeting.</p> <p>l) K- 5 teachers will collaborate to coordinate a standards-based P. E. curriculum that accommodates the abilities and interests of both genders. Physical education for all classes and appropriate equipment will be aligned with grade-level standards.</p> <p>m) Math and Literacy Nights will be scheduled to provide parents with strategies to support student-learning at home.</p> <p>n) Classroom teachers will communicate with after-school providers to support the academic needs of focus students.</p> <p>o) Students will participate in school and community based library programs including class visits, after school and summer reading programs.</p> <p>p) The Student Success Team (SST) will meet weekly to help parents with strategies for improving attendance and academic achievement.</p>	<p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>August</p> <p>TBD</p> <p>On-going</p> <p>TBD</p> <p>Aug.-June</p>	<p></p> <p></p> <p></p> <p></p> <p>P.E. Equipment</p> <p>Supplies Materials</p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p>\$6,000</p> <p>\$539</p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p>DBG</p> <p>SWP</p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p>Workshops, PDI, On-site support</p> <p></p> <p></p>
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<p>Key Strategy 2: <i>Continue to fine-tune the implementation of the Rigby ELD program for all EL students and provide additional support for newcomers.</i></p>					
<p>a) English learners (EL) at the beginning and intermediate levels will receive instruction that is based on ELD standards and appropriate for their identified levels of language proficiency via the CELDT. They will be provided access to grade appropriate content areas through regular use of SDAIE strategies by their homeroom teachers.</p>	<p>Aug.-June</p>				
<p>b) CELDT, LALAR, and portfolio assessment results will be used to determine appropriate instruction which includes SDAIE strategies and native language support when possible.</p>	<p>Aug.-June</p>				
<p>c) All EL students will receive daily ELD instruction for 30 minutes, using the District-adopted Rigby program. EL newcomers receive an additional 30 minutes of ELD provided by the Literacy Specialist.</p>	<p>Aug.-June</p>				
<p>d) SDAIE methods are used throughout the curriculum to support EL students. EL students in Chinese bilingual classes receive native language support to access the core curriculum. Differentiated instruction is provided throughout the day.</p>	<p>Aug.-June</p>				
<p>e) Teachers will participate in professional development activities that address ELD, math and SDAIE strategies for EL students.</p>	<p>Aug.-June</p>				<p>Workshops, PDI, On-site support</p>

Monitoring and Assessment for Goal 2

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*

-
- a) All classroom teachers maintain a list of Focus Students whose academic progress is closely monitored.
 - b) The principal and Literacy Specialist will review students ELA and math results quarterly and revise the tutoring schedule as needed.
 - c) The GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects. They will work closely with the SSC and the principal to insure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day.
 - d) On-going evaluation of student achievement is based on and CST results, CELDT, Brigance, quarterly reading assessments, SRI, monthly writing prompts, math tests, student attendance records, portfolio assessments, LALAR, SST referrals.

Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: <i>Provide opportunities for teachers to attend professional development workshops and schedule time to reflect on and fine-tune classroom practices.</i></p> <p>a) All teachers will attend at least 20 hours of Professional Development focusing on strategies for improving students’ reading, writing, ESL and math skills, and maintain individual professional development logs.</p> <p>b) Professional development activities that address the language and academic needs of all students, especially EL and Sp. Ed. will be provided. Appropriate supplementary materials will be used.</p> <p>c) Site-specific staff development are provided during bi-monthly ELA component meetings and district-wide professional development days. ELA component meetings include professional development in ELA and Cooperative Learning strategies.</p> <p>d) The principal will provide opportunities and funding for teachers to attend out-of-District workshops and conferences.</p> <p>e) Teachers will meet in grade level groups to support one another in the implementation of the Harcourt Brace math program, and to ensure alignment of State Standards. Sp. Ed. and DIS personnel will be invited to participate.</p> <p>f) All classroom teachers will be provided 1 to 2 release days, for peer observation/feedback and to do individual conferencing with students. Additional release time and/or coaching during School-wide reading will provided by the Literacy Specialist, to support teachers, as needed.</p> <p>g) All teachers will receive a copy of ‘Differentiated Instruction: A Guide for Elementary School Teachers’, and one ELA meeting a month will focus on the mastery and implementation of</p>	<p>Aug.-June</p> <p>TBD</p> <p>Aug.-June</p> <p>Sept.-June</p> <p>Aug.-June</p> <p>TBD</p> <p>Sept.-June</p>	<p>Substitutes</p>	<p>\$9,480</p>	<p>SIP</p>	<p>PDI Workshops</p> <p>PDI Workshops</p>

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

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

differentiated instructional strategies to meet the needs of a diverse group of learners.					
<p>Key Strategy 2: Classroom instruction will focus on individual students' learning styles/needs, through implementation of differentiated instructional strategies and SDAIE.</p> <p>a) All teachers will regularly utilize SDAIE and differentiated instructional strategies in their classroom.</p> <p>b) All students have access to grade appropriate, standards-based instruction.</p> <p>c) Classroom instructional practices will reflect the California State Frameworks and Standards, including modifications, adaptations, extensions, and differentiation of instruction.</p> <p>d) All classroom computers are networked to provide curricular support/enrichment and have access to Gr. K-8 enrichment software for ELA and math. Additional software that reinforce science and social studies concepts and higher order thinking skills will be acquired.</p> <p>e) Differentiated strategies will be fully utilized by <u>both</u> general and special educators such as leveled reading groups during the school-wide reading period and flexible groupings at other times. Other forms of differentiation include experiences that address modalities and multiple intelligences, and alternative assessments.</p> <p>f) Students will be strategically assigned to Cooperative Learning groups to complement each other's learning styles and abilities.</p> <p>g) Teachers and paraprofessionals will attend SDAIE workshops to fine-tune classroom practices.</p>	<p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p>	<p>Software</p>	<p>\$1,625</p>	<p>DBG</p>	<p>PDI Workshops</p>

Monitoring and Assessment for Goal 3

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above?

-
- a) The principal will provide on-going support and monitoring of the instructional program throughout the school year. The SSC and Leadership Team will help monitor progress in these areas.
 - b) A Leadership Team meets once a month to review the instructional program and plan professional development activities.
 - c) Data reviewed include parent survey responses, staff needs assessment, teachers' professional development logs, component meeting agendas and teacher feedback.

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: <i>Continue to maintain a safe, conducive learning environment by actively supporting teachers, students and parents in the implementation of school-wide behavioral expectations.</i></p> <p>a) The school will utilize a school-wide positive behavior model i.e. continue to implement and expand the Mighty Dragon Program which rewards random acts of kindness.</p> <p>b) Classroom newsletters will include strategies for parents in effective disciplinary practices. School site staff will assist with the implementation of individual student behavior plans, as needed.</p> <p>c) Classroom management systems will be positive and visible.</p> <p>d) Faculty meetings will include discussions on: school & classroom rules; the school and District Parent Handbooks, policies relating to gender bias & sexual harassment, conflict resolution strategies and the Garfield Home-School Compact.</p> <p>e) Teachers will address the Sexual Harassment Policy in classroom discussions.</p> <p>f) Monthly Award Assemblies will be held to recognize student achievement, attendance and participation in various school-wide activities. School rules & Procedures and the Mighty Dragon Program are reviewed at assemblies.</p> <p>g) The Emergency/Crisis Response Team will meet periodically to review and revise procedures as needed, and share information with staff, students and parents via the principal’s weekly bulletin (Dragon News) and classroom newsletters. Fire drills and Earthquake evacuations will be performed regularly.</p> <p>h) Evacuation procedures will be shared with parents on Back- to-School Night.</p> <p>i) The principal and staff will actively promote perfect attendance and discourage tardiness. Students are rewarded for perfect</p>	<p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June Aug.-June</p> <p>Aug, as needed</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Sept.</p> <p>Aug.-June</p>	<p>Awards</p>	<p>\$1,000</p>	<p>SIP</p>	<p>Workshops PDI</p>

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

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

<p>attendance (with no tardiness) at monthly award assemblies.</p> <p>j) Parents will be supported in their efforts to improve student attendance and behavior through phone contact, SST and the Student Attendance Review Board process.</p> <p>k) Appropriate resources are made available to provide translation and interpretation services for parents as needed.</p> <p>l) A Coordinated Services Team (CST) consisting of the principal, Literacy Specialist, RSP teacher and Learning Support Consultant(LSC) will meet weekly to review attendance records, behavioral citations and suspension records, as well as monitor progress of SST referrals. The CST will plan and develop specific intervention strategies as needed.</p> <p>m) Maintain on-going collaboration/communication with community agencies that provide services to parents and students, such as North Beach Library, San Francisco Art Institute, Jewish Coalition for Literacy, SEAL San Francisco Dental Program, San Francisco School Volunteers, Family Mosaic, Child Protective Services, AB3632, Chinatown Health Clinic, etc.</p> <p>n) A Youth counselor from Telegraph Hill Community Center visits grade 5 students twice a week to provide support in building self-esteem and social skills.</p> <p>o) Activities that promote school spirit and encourage a sense of community across grade levels will be scheduled periodically. Parents will be invited.</p> <p>p) All classroom teachers teach a minimum of 20 lessons related to health and safety issues. School-wide activities such as ‘Jump Rope For Heart’, Red Ribbon Week, etc. help reinforce the health curriculum.</p>	<p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Sept.-June</p> <p>TBD</p> <p>Sept. – June</p> <p>Sept.-June</p>				
<p>Key Strategy 2: <i>Continue to develop cross-cultural appreciation, respect and tolerance by incorporating multicultural education across the instructional curriculum in all classrooms.</i></p> <p>a) Every school year begins with the implementation of a <i>Getting Along</i> curriculum in all classrooms, and in the leveled reading classes. Supplementary resource materials will be available in the library to enhance character education in the classroom.</p> <p>b) Our school library contains a large selection of reading /resource materials that covers a wide range of world cultures and customs.</p>	<p>Aug.-June</p> <p>Aug.-June</p>	<p>Books, Materials</p> <p>Books Materials</p>	<p>\$897</p> <p>\$1,000 \$2,000</p>	<p>SIP</p> <p>DBG LEP</p>	

c) Multicultural education is incorporated across the curriculum throughout the year in every classroom.	Aug.-June				
d) Opportunities are provided for Garfield students and staff to attend special community functions that promote multicultural awareness and appreciation.	Aug.-June	Transportation costs	\$1,000	SIP	
e) Parents are encouraged to share their customs by speaking to classes, teaching ethnic-specific arts, crafts, cooking, etc.	Aug.-June				
f) All students participate in a <i>Holiday Show</i> in December and a <i>Multicultural Show</i> in February in which a variety of cultures are featured.	Dec. & Feb.				

Monitoring and Assessment for Goal 4

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*

-
- a) Parents of students will be asked to complete a School Improvement Survey in order to determine the effectiveness of the school program. The SSC will analyze these results to determine school priorities.
 - b) Survey results will be tabulated and shared with the school community. The SSC, Leadership Team all staff will analyze and devise implementation strategies based on staff input.
 - c) The CST will review monthly attendance records, behavioral citations and suspension records.

Goal 5: Parent and Community Involvement

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

<p align="center">Actions to be Taken to Reach This Goal⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date¹⁰ Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>	<p align="center">District Support(s) Needed</p>
<p>Key Strategy 1: <i>Regularly provide parents with curriculum-related information and tips for home-support.</i></p> <p>a) Workshops and activities which help parents support their children in academic learning (i.e. literacy and math nights, science fair, etc.) will be presented. Topics will be determined by parent survey responses. Bilingual notices are sent home prior to each event.</p> <p>b) SSC/ELAC members will receive training on legal requirements and functions of the committees. These requirements include Site Plan development and monitoring, budgeting, data analysis, needs assessment and school attendance.</p> <p>c) Parents are invited to participate in classroom activities to increase their awareness of the instructional curriculum and learn strategies to support their children. A list of educational websites will be sent home at the beginning of each school year.</p> <p>d) Parents of children who have not met the State’s proficient and advanced levels of student academic achievement in reading and mathematics will continue to work with their children at home on the extended learning homework lessons.</p> <p>e) GAC parent representative and GATE Coordinator will hold informational parent meetings to describe the GATE program and issues of concern to GATE parents. They will also hold informational meetings for all parents to describe the identification process and the GATE program.</p> <p>f) Teachers send weekly newsletters to keep parents informed of their children’s instructional program and provide tips for home support. Parents are encouraged to submit their written ideas/input via the interactive weekly message folder.</p>	<p>Sept.-June</p> <p>Nov.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Quarterly</p> <p>Aug.-June</p>				

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

<p>Key Strategy 2: Encourage parent/community participation in a wide range of school/classroom activities and in a variety of leadership roles.</p>					
<p>a) Home-school communication is sustained throughout the year through the Garfield Parent Handbook and the principal’s weekly bilingual school bulletin (<i>Dragon News</i>). Parents monitor daily reading homework.</p>	<p>Aug.-June</p>	<p>Paper, copier accessories</p>	<p>\$909</p>	<p>SWP</p>	
<p>b) An active SSC/ELAC will be in place to ensure parent and community involvement in the decision making process.</p>	<p>Aug.-June</p>				
<p>c) Parents are encouraged to help with activities at school including preparation of newsletters, written and oral translations, and giving presentations in the classrooms and/or at parent workshops.</p>	<p>Aug.-June</p>				
<p>d) Parents will be invited to work with staff as equal partners to implement and coordinate parent programs and build ties between parents and the school.</p>	<p>Aug.-June</p>				
<p>e) A supplementary reading report card offers detailed information on individual student progress in addition to the district-wide progress report.</p>	<p>Nov. & March</p>				
<p>f) Community meetings are held to solicit input and support for the Academic Plan. The SSC will comprise of the correct ratio of parents to staff. Parents are actively engaged in the decision-making and planning process related to school programs.</p>	<p>Jan., Feb.</p>				
<p>g) Family fun activities (i.e. carnival, field day, picnics, etc.) will build community between staff and parents.</p>	<p>TBD</p>				
<p>h) Performances involving all students will occur twice a year. Student visual arts are displayed year-round.</p>	<p>TBD</p>				
<p>i) Parents/guardians and community volunteers are continually encouraged to help in the classrooms, library and school office, as well as serve as reading buddies, field trip chaperones and guest speakers of specific topics.</p>	<p>Aug.-June</p>				
<p>j) The PTC helps to organize a Yahoo group to encourage networking and sharing of ideas among parents.</p>	<p>Year-round</p>				
<p>k) Parents and community volunteers will receive recognition and awards for their participation in our school programs.</p>	<p>May</p>				
<p>l) Garfield teachers regularly communicate with on and off-site after-school program staff to improve the academic achievement of students.</p>	<p>Aug.-June</p>				

m) Parents of GATE students will be asked to complete a G.A.T.E. Survey. The results will be analyzed to determine school needs.	Fall				
n) Kindergarten teachers communicate with feeder pre-schools regarding their instructional program. A Kindergarten Open House is held in the fall for parents of potential students for the following school year.	Fall & Spring, TBD				

Monitoring and Assessment for Goal 5

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*
 - a) The SSC and Leadership Team will review sign-in logs for various school events/meetings periodically and discuss strategies to increase parent/community involvement.
 - b) GATE Advisory Council (GAC) parent representative will be actively involved in the planning and monitoring of the GATE program.
 - c) Data reviewed include sign-in logs of parent-teacher conferences, SSC/ELAC meetings, community meetings, Back-to-School Night, family literacy and math nights, school-wide performances, volunteer sign-in logs, etc.
-

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
Karen Law		X					
Linda Lam					X		
Ida Parcon					X		
Molly Sheppard					X		
Sharon Wong					X		
Maria-Eugenia Gomes-Flores					X		
Iris Guan					X		
Anita Kelly			X				
Carolyn Nyeh			X				
Diana Tsoi			X				
Dulce Fegan			X				
Lyre Wan				X			
Numbers of members of each category		1	4	1	6		

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based school-site and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

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

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Karen Law		X						
Sharon Wong					X			
Iris Guan					X			
Wan Hong Li					X			
Yuan Man Tan					X			
Qi Na Zhao					X			
Dulce Fegan			X					
Carolyn Nyeh			X					
Numbers of members of each category		1	2		5			

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.

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: 1-30-2007
 - B. One meeting to present plan upon its completion.
DATE: 2-27-2007
7. This school plan was adopted by the school site council on: 4-10-2007.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

Karen Law		
Typed name of school principal	Signature of school principal	Date
Linda Lam		
Typed name of SSC chairperson	Signature of SSC chairperson	Date