

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement
2007-2008

Glen Park School

38-68478-6041073

CDS Code

04/11/07
Revision date

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

DATA SUMMARY



San Francisco Unified School District
School Accountability Report Card Highlights 2006/2007

Glen Park Elementary School

151 Lippard Avenue, San Francisco, CA 94131 • 415-469-4713 • Ms. Marion Grady, Principal

Academic Performance Index (API)				
API Data	02-03	03-04	04-05	05-06
API Base Score	633	678	725	755
Statewide Rank *	3	4	5	6
Similar Schools Rank *	3	3	8	7
Growth Target **	8	6	4	2
Percent Tested	100	100	100	100
Actual Growth	45	50	30	33
API Growth Score	678	728	755	788

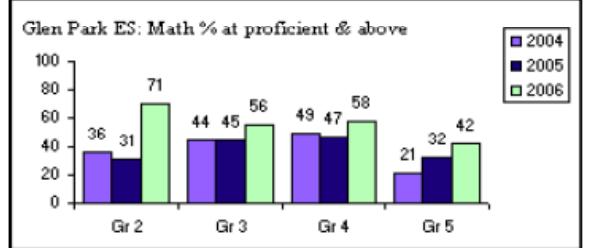
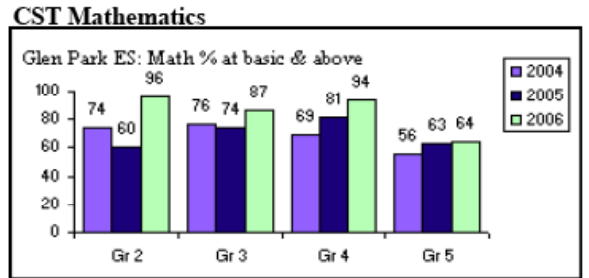
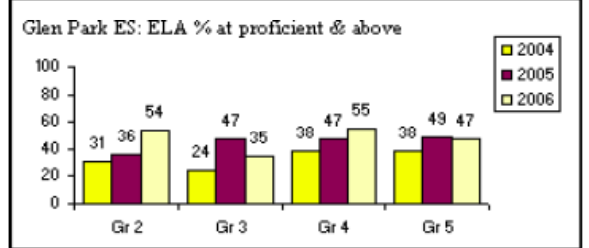
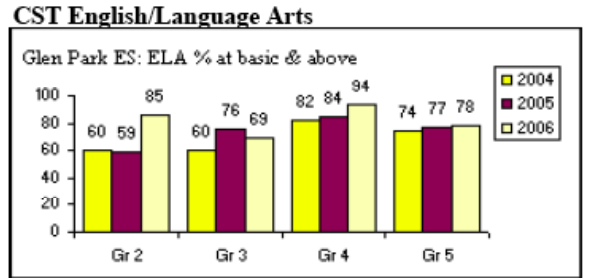
* These rankings are based on previous year's data.
 ** "A" means the school scored at or above the statewide performance target of 800 in 2005.
 "B" means the school did not have a valid 2005 API base and will not have any growth or target information.

Federal Accountability: Adequate Yearly Progress (AYP)			
	2004	2005	2006
Met All AYP Criteria?	Yes	Yes	Yes

California Writing Standards Percent of students at a performance level of 4 or higher			
Grade	2004	2005	2006
04	66.7%	93.0%	97.0%

CAT6 - 3 Year Trend						
Grade	Reading NPR			Math NPR		
	2004	2005	2006	2004	2005	2006
03	39	49	53	60	57	70

State Assessments



California Standard Tests (CST) Comparisons															
Comparison of school to District and State for each grade level at percent students achieving at proficient or advanced level															
Grade	2006 ELA			2006 Mathematics			2006 History			2006 Science			2006 Life Science		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
02	54%	49%	47%	71%	63%	59%									
03	35%	42%	37%	56%	65%	58%									
04	55%	55%	49%	58%	60%	54%									
05	47%	45%	43%	42%	51%	48%				31%	33%	32%			

* These are selected highlights of the SARC. The complete SARC required by the California Department of Education can be seen at www.sfsd.edu under "school information."

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

Current-Year Objective 1: (Glen Park SAP 06-07 Goal 1, Objective 2)

Students in all grades will decrease the in-school gaps between Basic-and Above and Proficient-and-Above to within 15% in ELA and Math, while reducing the differences between Glen Park and the district by 50%, as measured by year-end CST assessments.

Key strategies:

Borderline students are identified through multiple assessments utilizing Cruncher and OARS; student work samples are shared in teacher clusters allowing for collaborative assessment and monitoring to inform teaching; teachers provide direct instruction during universal access supported by resource staff to reduce class size.

The high-leverage activities are in progress to achieve the objective include:

- 1. Weekly grade level teacher cluster and other professional development** opportunities provide teachers with time to analyze and utilize data for grouping and instruction in literacy and math. Beginning and experienced teachers plan strategies and evaluate their effectiveness in meeting the needs of all our student populations.
- 2. Teachers receive full training** through Reading First in the teaching of literacy and implementation of the standards-based Houghton Mifflin program, including strategies and plans to meet needs of students at risk. Release time half days allow grade level teachers time to interpret data and use the data to improve and inform instruction. Professional growth plans are developed and maintained by individual teachers and emphasize strategies and skills such as differentiation. Teachers seek and identify practices that meet the needs of targeted groups to close the achievement gap, while considering the wide range of learning styles.
- 3. Parents and teachers discuss assessment results**, report card content as well as specific instructional objectives for individual children during parent teacher conferences. Children receive parent support on extended learning lessons using weekend homework packet. The teachers review and share the returned homework of borderline students during teacher clusters.
- 4. Resource teachers** and other additional supports increase opportunity for direct instruction with differentiation, to allow greater student access to the core curriculum, and to maximize instructional time for targeted students who scored Basic or below in ELA or Math.
- 5.** Starting in September 2006, school support personnel were to conduct social skills groups and small group activities with and for students, staff and parents and monitor the attendance of borderline students.

Challenges or barriers:

- The first four high leverage activities are implemented successfully helping us to reach our objectives. However, the fifth activity addressed above has been less effective due to late staff assignments. The 1.0 FTE LSP position (.5 from STAR, .5 from Prop H) was divided between two people and assigned at two different times. The daily coverage and coordination/articulation remain a challenge. In addition, some positions do not qualify for substitutes. Absences are seriously affecting our programs.

Current-Year Objective 2: (Glen Park SAP 06-07 Goal 2, Objective 1)

To demonstrate a high quality program of studies in the core curriculum areas, the school will meet or exceed the API score of 760 and the rank of 5; LA student API score will meet or exceed 715, student EDY score will meet or exceed 747, and ELL will meet or exceed 713 as measured by year-end assessments.

Key strategies:

Quality teaching is provided to all student groups through standards-based instruction imbedded in all adopted materials.

The high-leverage activities in progress to achieve the objective include:

- 1. Glen Park continues Reading First delivery of Houghton Mifflin** as the whole school reform model and extends the concept to Math instruction. Opportunities are arranged for teachers to observe best practices. Classroom and resource teachers are teamed to allow for demonstrations, peer observations and coaching. Preparation and pacing for instruction in literacy and math are coordinated to help ensure all students have equal access to the standard-based core materials. Mandated learning time in Reading First is in keeping with the recommendation of the State English Language Arts Framework. Instructional time for Math is also mandated.
- 2. Glen Park reviews and analyzes existing school programs to assess quality.** Weekly grade level teacher clusters and other professional development opportunities provide teachers with time to analyze and utilize data for grouping and instruction. Beginning and experienced teachers plan strategies and evaluate their effectiveness in meeting needs of all our student populations. Teachers plan and refine lessons based on data from SCOE, Math Formative and other assessments. Established and revised benchmarks ensure consistent focus on standards and teaching.
- 3. All sub group students have equal access to core curriculum and services** including Library Media Literacy and Technology Literacy. Differentiated instruction meets individual student needs. English Learners are regrouped according to their assessed levels to receive 30 minutes instruction daily in ELD. GATE and High Potential student needs are addressed through consultation, collaboration and daily differentiation. EDY student needs are also met through differentiation and small literacy support. Special education student learning needs are identified in Individual Education Plans; standards-based curriculum goals are modified to ensure students full access.

Challenges or barriers:

- Time consuming CELDT assessment was a newly added responsibility to school sites. School submitted answer sheets to the district for scoring. This caused delay for schools to begin ELD programs as they waited for student levels to be appropriately identified. Glen Park chose to hand score the CELDT, allowing our ELD program to begin immediately. We were able to overcome the challenges.
- Glen Park was unable to overcome the barrier created by October consolidation. All school programs were affected and had to be rearranged, redesigned and rescheduled. Fourth and fifth grade teachers were ill-prepared and inadequately supported to teach and manage the resulting classes of 34 students. It was necessary to create a 3 / 4 grade split class with 22 students along with 22 3rd grade students in another class.
- Budget reduction caused staff shortages. We had to scale down to only one .5 school wide para professional. We are still unable to recruit a noon-supervisor willing to work for one hour daily.
- Glen Park student demographics are shifting this year requiring staff to modify instruction and climate to better meet the needs

of all students. Already limited resources are diverted to these new demands.

Current-Year Objective 3: (Glen Park SAP 06-07 Goal 4, Objective 2)

Beginning in August 2006 the school community will improve climate and safety by addressing unmet expectations in policy and procedures, health education curriculum, and related programs as measured by authentic products and other assessments.

Key strategy:

The school community participates in the development of a school-wide positive behavior model. Support service staff takes active role to collaborate with teachers and implement programs that ensure a safe school climate. Parents and community share and support school expectations and reinforce the safety of our school.

The high-leverage activities in progress to achieve the objective include:

1. **Glen Park implements a school-wide positive behavior model** that includes strategies to improve the school environment. The school community revisits and reinforces protocols and revised expectations of behavior as “Safe School Dismissal Plan” and café/yard duty responsibilities to ensure safety of all students. Staff presents to parents and trains peers and students in our positive behavior model to help maintain school-wide expectations and consequences. Parents will use similar methods at home to support the school efforts.
2. **The school community utilizes the SST process** as a forum to discuss individual student behavior needs. The Coordinated Services Team continues to meet weekly to review and document effectiveness of school change strategies and referral data.
3. **Based upon last year’s teachers’ feedback** on the effectiveness of the support service programs, roles and responsibilities of the support service personnel and activity timelines are re-defined to better meet the identified student needs. These service programs include:
 - **Learning Support Professional (LSP)** – small play group, social skill development, asset building
 - **School Nurse (SN)** – nutrition, health awareness
 - **Elementary Advisor (EA)** – positive learning environment, conflict management, organized yard activities
 - **Parent Liaison (PL)**- parent workshops, parent recruitment, parent involvement, home-school connection, Room parents...

Challenges or barriers:

- Conflict management program, social skill groups, small-play groups and organized yard activities have yet to be put in place. The lack of these activities is impacting the whole school. Students’ attitudes and behaviors get in the way of learning. Staff efforts are spent dealing with crisis intervention rather than crisis prevention.

Priorities for 2007-2008

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Key Findings:

- **California Standards Test (CST) Year-end scores in 2006 indicates:**
 - The overall English Language Arts (ELA) Positive Achievement Change school-wide was 58.6%, 8.7% lower than the change in 2005.
 - The overall Math Positive Achievement Change school-wide was 62.5%, 10.1% higher than the change in 2005.
- The percentage of Glen Park students who tested at Proficient-and-Above in ELA grew from 44 to 47 (district 48), in Math, grew from 38 to 57 (district 60). Although, our percentages are still lower than those of the district, we have closed the significant gaps between our school and the district.
- We still have the performance gap between Basic and Above and Proficient and Above, such as the 4th grade, 94% tested at Basic and Above while only 55% tested at Proficient and Above.

Key Objectives for Goal 1

Objective 1:

At least 41% of students who scored Below Basic in ELA and 58% in Math will move to Basic; 25% in ELA and 31% in Math who scored Basic will move to Proficient as measured by CST data.

Objective 2:

Students in all grades will decrease the in-school gaps between Basic and Above to Proficient and Above to within 25% in ELA and Math while reaching and exceeding the district and state achievement percentage in both ELA and math as measured by CST data.

Key Strategies for Goal 1

Key Strategy 1:

Teachers will analyze CST data to determine students who are borderline at Basic and Above, as well as at Proficient and Above and utilize such data to inform teaching.

Key Strategy 2:

Teachers will deliver instruction to identified students through strategies designed to meet their needs.

Goal 2: Academic Equity

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

Data Conclusions for Goal 2**Key Findings:**

- We have closed our sub group gaps and maintained for the past few years. Glen Park LA and EL students both met our AYP goals, and exceed all growth targets (API). 98% LA and 93% AA student attendance rate exceeded 05/06 goals. We will continue our effort to maintain the attendance despite limited support.
- Glen Park Brigance and authentic assessments continue to show our incoming K and 1st grade students scored below the 50th percentile which is far below the district average. They are significantly disadvantaged at the start.

2006 - 2007 Brigance Test Data

	Glen Park K	District K	Glen Park 1 st G	District 1 st G
Below 50%ile	81.7%	51.7%	75%	49.6%

* The data also shows that 100% of our LEP K students scored below 50%ile as compared to the district's 42%.

- English Learners' academic growth is monitored through LALAR. Bilingual teachers utilize BBG to implement bilingual program. SDAIE strategies are used to support EL student learning. CELDT data guides levels of English placements. With the ELD program support, appropriately 1/3 of the LEP students were reclassified.

Key Objectives for Goal 2**Objective 1:**

Glen Park Latino, Socially Disadvantaged, English Learners, Special Education and GATE sub group students will meet or exceed API score of 770 as measured by CST data.

Objective 2:

Glen Park will reduce by 20% the discrepancy of incoming 1st grade students with those of the district as measured by 0708 Brigance assessment results. Year-end SCOE 1st and 2nd grade data of ELA and Math will show 20% growth.

Key Strategies for Goal 2**Key Strategy 1:**

Highly qualified teachers ensure appropriate and/or differentiated instructions to all sub group students.

Key Strategy 2:

Utilizing Cycle of Inquiry, teachers and resource staff will continue to develop, implement and assess Primary Equity Plan activities that will increase readiness 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

Key Findings:

- The overall five-year trend in Glen Park's Academic Performance Index is from 633 to 788, a gain of 155 points. The Adequate Yearly Progress was met three years in a row.
- 31% of GP students scored at Proficient and Above in grade 5 Science, as compared to 33% district students and 32% state students.
- Comparing scores of the Proficient and Above students, in ELA, grades 2, 4 & 5 students scored higher than the district and state; in Math, grade 2 students scored higher than the district and state, grade 3 scored lower than the district and state, grade 4 scored lower than the district, but higher than the state, and grade 5 scored lower than both the district and state.

See table below

CST Comparisons						
Grade level at percent students achieving at proficient or advanced level						
Grade	2006 ELA			2006 Mathematics		
	School	District	State	School	District	State
02	54%	49%	47%	71%	63%	59%
03	35%	42%	37%	56%	65%	58%
04	55%	55%	49%	58%	60%	54%
05	45%	45%	43%	42%	51%	48%

- School-wide, at every grade there is an upward trend with matched scores in both ELA and Math.
- 97% of grade 4 students scored at level 4 or higher in writing.
- CAT 6 showed grade 3 students scored higher both in Reading and Math than 2005.
- In Math we have overcome the school-wide plateau and declining trend.
- All programs are in place and show consistent upward movement.

Key Objectives for Goal 3

Objective 1:

From September 2007 to June 2008, all teachers will fully implement the research-based, whole school reform models, addressing literacy and math instruction to achieve API score of 800 as measured by CST scores and lesson plans, professional development agendas, rosters, and authentic assessments.

Objective 2:

Between September 2007 and June 2008, Glen Park School will continue to maintain the overall growth trend as measured by CST, CAT6 and on-going authentic assessments.

Key Strategies for Goal 3

Key Strategy 1:

Glen Park teachers will continue to emphasize best practices, and deliver curriculum with fidelity and consistency to ensure the success of our existing program models.

Key Strategy 2:

The school staff will update and expand upon the Comprehensive Content Curriculum Map to assure continuity of academic programs with a focus on celebrating success.

Goal 4: School Climate

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

Data Conclusions for Goal 4**Key Findings:****School Climate Self-Assessment tools indicated:**

- More professional development for staff and parents are needed on topics such as: behavior management, school procedures and protocols on school safety and climate.

School climate and safety concerns caused by:

- Conflict management program, social skill groups, small-play groups and organized yard activities have yet to be put in place. The lack of these activities is impacting the whole school. Students' attitudes and behaviors get in the way of learning. Staff efforts were spent dealing with crisis intervention rather than crisis prevention.
- Also, we are unable to get substitutes or backfill for certain staff absences/long term leaves, such as Elementary Advisor and Site Support teacher.
- Behaviors of transient students divert the time and services of personnel.

Key Objectives for Goal 4**Objective 1:**

From September 2007 to June 2008, school community will reduce physical and verbal aggression on school grounds to ensure a safe and secure school-learning environment as measured by progress report surveys (3 times yearly) and charts documenting positive behavior days.

Objective 2:

Between September 2007 and June 2008, school community members will follow school procedures and protocols learned and reinforced in workshops for an improved school climate as measured by evidence of workshop attendance, logs, assemblies and publication of materials.

Key Strategies for Goal 4**Key Strategy 1:**

School will ensure quality behavior support services are accessible and available to the school community.

Key Strategy 2:

The community will define, teach and reinforce safe practices throughout the school.

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

Key Findings:

From 25% returned parent surveys:

- Some parents felt they don't have time to attend meetings
- 53% of the respondents want more parent and teacher communication
- 30% think it is important to use school-home learning compact
- 44% think parents should get more involved with school
- 72% think the daily planner is key to communication
- 54% think it's important to read messages sent homes
- 37% think it's necessary to participate in parent meetings or model appropriate behaviors
- 28% think it's important to volunteer

From 100% returned teacher surveys:

- 81% need support for organizing room parent/parent groups
- 92% think it's important to make home contact
- 77% need support to initiate and coordinate parent workshops

From observation and records:

- Parent attendance at school activities is inconsistent.

Key Objectives for Goal 5

Objective 1: In 2007/2008, Glen Park will increase involvement of parents and community by 30% as measured by attendance records, sign-ins and participation at assemblies/activities.

Objective 2: Glen Park community will increase active parent participation in school governance by 30% more involvement in SSC & ELAC as measured by meeting attendance records; school will increase involvement activities including Room-Parents by 50% as measured by parent meeting agendas, recruitment activities, workshops, and logs.

Key Strategies for Goal 5

Key Strategy 1: The school will maintain and enhance parent communication which includes posting and updating a list of volunteer opportunities, calendar of school events, school expectations and district policies.

Key Strategy 2: Staff and active parents will recruit and involve more authentic community participation by establishing parent groups through personal contacts, social activities, workshops and on-going school news.

ACTION PLAN 2007 -2008

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Teachers will analyze CST data to determine students who are borderline at <u>Basic and Above</u>, as well as at <u>Proficient and Above</u> and utilizing such data to inform teaching.</p> <p>High Leverage Activities:</p> <ol style="list-style-type: none"> Glen Park will design, create and deliver professional development for teachers on data analysis and data driven delivery of instruction. Staff will revisit data at intervals during the year to monitor student growth. Staff will communicate with parents of borderline students on strategies and interventions to support student learning, such as utilizing homework packets, test awareness program, parent-teacher conferences, and SST. 	<p>Aug. – May</p> <p>Oct. – May</p> <p>Sept. - April</p>	<p>Salary & Instructional materials & Supplies</p>		<p>WSF, Title I SI & LEP AB 825 TIIB</p>	<p>Program Evaluation and Research IRF/Coach</p> <p>PL</p> <p>Translation</p>
<p>Key Strategy 2: Teachers will deliver instruction to identified students through strategies designed to meet heir their needs.</p> <p>High Leverage Activities:</p> <ol style="list-style-type: none"> Teachers will continue to provide small group instruction through differentiation with focus on ELA and Math. Resource staff will increase opportunities for classroom teachers to provide direct instruction with differentiation, to maximize instructional time for identified students during Universal Access. Teachers will utilize periodic assessments to regroup students for targeted instruction. 	<p>Sept. – June</p> <p>Sept. – May</p> <p>Sept. - June</p>	<p>Salary & Instructional materials Library resources Technology needs Supplies SCOE</p>	<p>\$5000.00</p> <p>\$5000.00</p>	<p>WSF, Title I SI & LEP AB 825 TIIB</p>	<p>IRF/Coach SCOE services</p>

Monitoring and Assessment for Goal 1

To monitor implementation:

- The Leadership Team will review and monitor the professional development surrounding data; participant surveys will evaluate effectiveness.
- Pacing guides and agendas will confirm that staff revisits data periodically.
- Chats, communication logs, conference schedules and SST records will document staff communication with parents throughout the year.
- Schedules, calendars, grade-level agendas and lesson plans will confirm differentiation of small-group instruction supported by resource staff.
- Assessment data and student lists will demonstrate how and when students are regrouped for targeted instruction.

To evaluate and monitor progress by using:

- Periodic assessment of student data (SCOE, Math Formative through OARS, theme and chapter tests).

Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Highly qualified teachers ensure appropriate and/or differentiated instructions to all sub group students. High Leverage Activities:</p> <ol style="list-style-type: none"> 1. ELD/ALA programs will address oral and written language skills development for all sub groups. 2. Differentiated instruction, in a setting integrated as to race, ethnicity, gender, and socioeconomic status, will meet individual needs of targeted students, including mainstreaming, partnership teaching and modified use of core curriculum with Special Education students. 3. Content specific professional development in reading for teachers, principal and staff will support school-wide attention on areas of need. In-service activities will address the language and academic needs of all sub groups. PD will address core curriculum and standards with a focus on modifications and adaptations for EL, LA, GATE and Special Education students. 	<p>Oct. – June</p> <p>Sept. – June</p> <p>On-going</p>	<p>Instructional materials & Supplies</p> <p>Certificated teachers</p> <p>Field trips</p> <p>PD cost</p> <p>Travel /confer.</p>	<p>\$4000.00</p> <p>\$9500.00</p> <p>\$1000.00</p>	<p>ELL</p> <p>WSF, TITLE I SI, LEP TIIB SLIB Grant</p>	<p>Site support Sub</p> <p>IRF/Coach Coach</p>
<p>Key Strategy 2: Utilizing Cycle of Inquiry, teachers and resource staff will continue to develop, implement and assess Primary Equity Plan activities that will increase readiness levels. High Leverage Activities:</p> <ol style="list-style-type: none"> 1. Staff will continue on-going monitoring of student progress including Brigance, teacher observations, and authentic assessments and Primary Equity Plan (PEP) 1st year implementation evaluation. 2. Teachers will continue research and development of strategies to address the identified needs of the primary students. 3. Professional development opportunities will be provided for teachers through clusters, peer observations, staff collaboration and workshops. 	<p>Aug. – June</p> <p>Oct. – June</p> <p>Aug. – May On-going</p>	<p>Sub support</p> <p>PD</p> <p>Extended hours</p>	<p>\$9500.00 (Partial)</p>	<p>ELL</p> <p>WSF, TITLE I SI, LEP TIIB Block Grant</p>	<p>IRF</p> <p>LSP</p> <p>IRF/Coach</p>

Monitoring and Assessment for Goal 2

Monitor implementation through:

- Schedules, calendars and lesson plans to confirm daily ELD/ALA instruction; notes from weekly teacher cluster meetings to demonstrate differentiated instruction
- PD calendar, agenda topics, plans for modeling lessons, and coaching to document provision of focused professional development to meet sub-group needs.
- Records of SCOE, OARS, Brigance, debriefing topics and PEP implementation evaluations to validate on-going monitoring of student progress.
- Cluster meeting agendas, model lesson plans and calendars document continuing research and development of strategies to teach primary students.
- Agendas and sign-in sheets of clusters, workshops, and notes from peer observations and staff collaborations affirm on-going professional development.

Evaluate and monitor progress through:

- Periodic assessment of student data (SCOE, Math Formative through OARS, theme and chapter tests, benchmark assessments) to inform staff of student growth in reaching objectives

Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Glen Park teachers will continue to emphasize best practices, and deliver curriculum with fidelity and consistency to ensure the success of our existing program models.</p> <p>High leverage activities:</p> <ol style="list-style-type: none"> Glen Park collegial staff will reinforce best practices in teaching through professional development, such as peer observation, modeling and coaching, teacher clusters, grade level, cross grade level and school-wide meetings. Teachers will ensure alignment and delivery of core curriculum to all students through utilizing pacing guides, conducting formative assessments and using data to inform teaching. Integrated curriculum are offered to all students and supported by resource teacher services and artist-in-residence in technology, library media, literacy, and art. 	<p>Weekly, by-weekly Sept. – May</p> <p>Aug. - June</p> <p>Sept. - May</p>	<p>Salary PD/Stipend Sub Instructional Materials Supplies Printing/equip Artists.</p>	<p>\$5000.00</p> <p>\$12000.00</p>	<p>All funds</p> <p>Prop H/ELem Art</p>	<p>IRF/Coach</p> <p>Printings</p>
<p>Key Strategy 2: The school staff will update and expand upon the Comprehensive Content Curriculum Map to assure continuity of academic programs with a focus on celebrating success.</p> <p>High leverage activities:</p> <ol style="list-style-type: none"> Glen Park staff will develop and implement a year-long schedule for awards, recognitions and assembly activities in conjunction with the Comprehensive Content Map. Staff will recommit to agreed upon standards and values regarding instructional strategies and time. Staff will develop strategies for more effective communication within the school community such as parent-school chat time on selected topics: communication, homework, testing, report cards, developmental behaviors, nutrition, parent network, student planner, message home, etc. 	<p>Aug.</p> <p>Aug.</p> <p>Aug. – Oct.</p>	<p>Salary PD/Stipend Sub Instructional Materials Supplies Printing/equip.</p>	<p>\$5000.00</p>	<p>All funds</p>	<p>Printings</p> <p>PL Nurse Translation</p>

Monitoring and Assessment for Goal 3

Monitor implementation through:

- Professional development schedules, agendas and evaluations indicate the action taken.
- Pacing guides, formative assessments and student data monitor the alignment and delivery of core curriculum.
- Class schedules and lesson plans monitor the integrated curriculum.
- Awards, recognition and assembly schedules guide the activities.
- Lesson plans reflect the strategies and instructional time.
- Evidence of activities shows the developed strategies of effective communication.

Evaluate and monitor progress through:

- Periodic assessment of student data (SCOE, Math Formative through OARS, theme and chapter tests, benchmark assessments) to inform staff of student growth in reaching objectives.

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: School will ensure quality behavior support services are accessible and available to the school community.</p> <p>High leverage activities:</p> <ol style="list-style-type: none"> Staff will identify students for early interventions through SST. Coordinated services will be offered through CST, SART and SST. Professional development on behavior management and interventions will be provided to staff to ensure a safe and secure school-learning environment. 	<p>On-going On-going Sept. – Oct.</p>	<p>Resource staff PD</p>	<p>\$1000.00</p>	<p>Title I STAR TIIB</p>	<p>Professional Development Consultation</p>
<p>Key Strategy 2: The community will define, teach and reinforce safe practices throughout the school.</p> <p>High leverage activities:</p> <ol style="list-style-type: none"> Staff will research, develop, and participate in training on procedures and protocols for school safety monitoring. Staff will recruit and train parents on procedures and protocols necessary to support school-wide activities. Teachers will instruct the adopted health lessons. 	<p>Sept. – Nov. Nov. – Jan. Aug. - May</p>	<p>PD cost Printing Snack & drinks</p>	<p>\$500.00</p>	<p>Title I STAR TIIB WSF</p>	<p>EA PL Nurse School Health Materials</p>

Monitoring and Assessment for Goal 4

To monitor implementation:

For strategy 1 use:

- Meeting logs and records, professional development agendas and sign-ins

For strategy 2 use:

- Written procedures and protocols, parent training schedules and agendas, and lesson plans.

To evaluate Goal 4 use:

- Periodic surveys
- Evidence of workshop attendance, logs assemblies and publication of materials

<p>SST = Student Success Team CST = Coordinated Service Team SART = Student Attendance Review Team EA = Elementary Advisor PL = Parent Liaison</p>
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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.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: The school will maintain and enhance parent communication which includes posting and updating a list of volunteer opportunities, calendar of school events, school expectations and district policies.</p> <p>High leverage activities:</p> <ol style="list-style-type: none"> School will maintain and enhance communication with parents and community through notes home, newsletters, student planner/homework folders, parent information center and phone contact. Staff will offer parent workshops about community resources, kids' health, nutrition and academic related topics. Staff, with SSC and ELAC support, will create a year-long school-wide activity map indicating dates of assemblies such as multicultural activities and events, student performances and presentations. 	<p>Aug – June</p> <p>On-going</p> <p>Sept.</p>	<p>Extended days/hrs</p> <p>Postages</p> <p>PD/Stipend</p> <p>Snack/drinks</p> <p>Supplies</p>	<p>\$500.00</p> <p>\$2500.00</p> <p>\$700.00</p>	<p>STAR</p> <p>Title I</p> <p>TIIB</p> <p>SI, LEP</p> <p>ELL</p> <p>WSF</p> <p>Prop H</p>	<p>PL</p> <p>Nurse</p> <p>Art PD</p>
<p>Key Strategy 2: Staff and active parents will recruit and involve more authentic community participation by establishing parent groups through personal contacts, social activities, workshops and on-going school news.</p> <p>High leverage activities:</p> <ol style="list-style-type: none"> SSC/ELAC, teachers, students and active parents will collaborate to develop strategies to recruit for parent groups and to increase their involvement. Community will implement the agreed upon strategies to establish the parent groups. Support services staff, such as EA, PL and LSP will assist teachers to offer and/or coordinate parent workshops and social activities, and maintain personal contacts and support. 	<p>Aug. – Nov.</p> <p>Nov. – Jan.</p> <p>Aug. – May</p>	<p>Extended days/hrs</p> <p>Stipend</p> <p>PD</p> <p>Snack/drinks</p> <p>Supplies</p>	<p>\$4000.00</p> <p>\$2000.00</p> <p>\$1000.00</p>	<p>STAR</p> <p>Title I</p> <p>TIIB</p> <p>SI, LEP</p> <p>ELL</p> <p>WSF</p> <p>Prop H</p>	<p>PL</p> <p>EA</p> <p>LSP</p>

Monitoring and Assessment for Goal 5

To monitor implementation:

For strategy 1 use:

- Artifacts such as notes home binders, workshop schedules and agendas, and SSC/ELAC records

For strategy 2 use:

- Evidences of parent involvement, written strategies developed by school community, and parent workshops and social activities.

To evaluate Goal 5 use:

- Surveys and records, evidence of workshop attendance, logs, assemblies and publication of materials

SSC = School Site Council
 ELAC = English Learner Advisory Committee
 LSP = Learning Support Professional

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
Ana Acuna					X		10/13/06
Rhonda Branner					X		10/13/06
Graciela Galvan				X			10/13/06
Marion Grady		X					10/13/06
Mimi Kasner			X				10/13/06
Gloria Loeb					X		10/13/06
Lisa Pino *					X		10/13/06
Cynthia Macfarlane			X				10/13/06
Kacey Nakashima			X				10/13/06
Rosallie Suguitan					X		10/13/06
Numbers of members of each category		1	3	2	5		

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
Paula Gonzalez					X			10/19/06
Nancy Mena					X			10/19/06
Sounyi Phommala *			X					10/19/06
Henry Rodriguez					X			10/19/06
Arturo Torres					X			10/19/06
Irma Peinado			X					10/19/06
Numbers of members of each category			2		4			

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: 1/30/07
 - B. One meeting to present plan upon its completion.
DATE: 3/1/07
7. This school plan was adopted by the school site council on: March 13, 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:

Typed name of school principal	Signature of school principal	Date

Typed name of SSC chairperson	Signature of SSC chairperson	Date