

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement



GRATTAN SCHOOL

Jean Robertson, Principal

38-68478-6041115

CDS Code

Spring Planning – FIRST – Draft

April 13, 2007

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.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

Teachers meet in grade level teams at least once a month (some teams meet more frequently – weekly, bi-weekly) to review current programs, curriculum, and teaching practices. All teams identify focus areas and standards based on the previous year’s data. Additionally, the Grattan teaching team meets to review Academic Plan, examples of student work to assess effectiveness of instructional practices-and identify areas of curriculum alignment with content performance standards. Teachers manage SST cases to review assessment of performance gaps, paying particular attention to our African American population. Additionally, we focus on SPED, ELL, EDY, GATE, and other targeted populations to improve instructional practice. Grattan teachers identify focal students in which to focus best teaching practices and strategies. Grattan uses district-adopted materials that align with the standards and use supplementary materials to support and extend themes/strands accordingly. Teachers teach the state mandated required instructional minutes. Third grade teaches 20 minutes beyond their required minutes and focuses this time on building reading fluency in their students.

2. Availability of standards-based instructional materials appropriate to all student groups:

Grattan utilizes adopted instructional materials provided by SFUSD. All students have access to these materials throughout the school year. The school purchased and implements adopted instructional materials and standard-based supplemental materials for all students including specialized materials designed to meet the needs of focal students and other targeted, underperforming, African American, Special Education ELL’s, EDY students (TERC, Marilyn Burns, Rosetta Stone). Staff development is aligned to standards, assessed student performance and professional needs. Teachers research, pilot and analyze supplemental materials and programs and advise other staff and the site council accordingly. Grattan maintains its focus on Science and technology with an emphasis on Green Schoolyard issues and purchases supplementary materials to support integrating the curriculum within the focus area. All classes have attended at least one fieldtrip where there has been an environmental focus.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Grattan’s faculty participates in onsite professional development activities to address specific identified gaps in the curriculum, based on data evaluation and formative assessments. The Grattan teaching team researches grant opportunities to fund on and off-site PD activities to support all students towards reaching academic content and performance standards. PD days are budgeted for grade-level teams to perform assessments and reflect on teaching practices. Grade level meetings, planning sessions and faculty meetings are used to align standards, assessments and best practices to professional development and meeting the needs of all students including targeted, underperforming, Special Education, ELL, EDY students and to challenge high-performing and GATE students. Grattan teachers attended many conferences including SFUSD PDI sessions, the CMC – North and South conferences, Early Childhood conference, Green Schoolyard teaching events and many others. Grattan teachers participated in on site PD including, Hands On Science, PEAK Energy Curriculum, Visual Thinking Strategies, UC Botanical Gardens. Grattan has partnered with several groups throughout the school year including SFUSD Green School-Yard Alliance, Nature in the City and UC Botanical Gardens to share the many resources available to the students of San Francisco.

4. Services provided by the regular program to enable under-performing students to meet standards:
 - A. *Faculty meets and identifies focal and other target students to move from the below average range to the average range, and from the average range to above average. Specific strategies and programs are developed to meet student needs. i.e. pre-teaching, re-teaching, frontloading, instituting “wait” time, small group tutorials, designing centers, modifying curriculum. SFSV coordinator works with the staff to maximizing use of volunteer in-class efforts in working w/ individual, focal and targeted students. All focal and other targeted students are entered into the SST program where teachers meet at least twice yearly to track their progress and develop individual programs and specialized action plans including modifications and strategies to use in the classroom and at home to bolster learning.*
 - B. *Grattan provides an after-school-tutoring program, designed to provide interventions to focal and other targeted, under performing students in the third, fourth & fifth grade. The afterschool tutoring program was designed as an academic lab structure where certificated teachers are implementing the program is designed to provide a balance of dynamic, hands-on experiences with more traditional methods of practicing concepts. Teachers work with SST teams and the paraprofessional staff to modify instruction and design in-class and pull-out support structures to meet individual needs of focal and other targeted students. Small group structures are designed for clusters of students with similar targeted needs.*
5. Services provided by categorical funds to enable under-performing students to meet standards:

Grattan uses categorical funds to provide additional supplies and services to enable under-performing students to meet standards. These are: consultants, partial funding of both the Technology Paraprofessional and a Student Advisor. Grattan used its carryover to fund Substitute days for teacher grade-level planning of Lesson Study and towards a fifth grade Science education overnight field trip.
6. Use of state and local assessments to modify instruction and improve student achievement:

In August, the faculty and staff review the school site data information (CAT-6, California Standards Assessments, CELDT, – Brigrance in September) to analyze student performance and achievements, and develop plans to address student needs. Grade level teams work to identify targeted students and review SST files, IEP’s and psychological assessments (when appropriate), assessment portfolios and student work samples for information on previous year’s progress and program modifications. 4th & 5th grade teachers through a cycle of inquiry have learned the CRUNCHER application that allows them to read, sort and analyze student achievement data. The School Site Council reviews student data at their first meeting of the school year and again at a Spring-time community meeting to help understand of the curriculum, teaching achievement gaps. Teachers review student work regularly and the SSC reviews samples in the spring. The SST’s of individual students monitor on-going curriculum assessments and work samples to monitor student progress.
7. Family, school, district and community resources available to assist these students:

Grattan uses San Francisco School Volunteers and parent volunteers to provide supports and extended learning opportunities to underperforming students. Our PTA works tirelessly to generate funding to support extended learning opportunities for all of our students, particularly our focal and targeted students. Grattan works collaboratively with The Urban School who place high school students in community service activities on site. We encourage retired teachers to work with specific students especially ELL and EDY focal and other targeted students. Additionally, Grattan seeks out opportunities to invite community friends to our school for special events. In the past we have worked with writers from 826

Valencia, dental students from UCSF, Sunset Scavenger, famous musicians, local authors, neighborhood volunteers and published authors for Read Across America activities, etc. Grattan teachers continue to seek out opportunities to offer themselves as mentors and master teachers to USF, UCSF and St. Mary's credential program candidates.

8. School, district and community barriers to improvements in student achievement:

The parent out-reach program has strengthened its resources this past year however, our Asian and African American communities are underrepresented in the PTA and on the Site Council. Our student demographics have shifted significantly over the past five years and our population in general has less ethnic diversity. Additionally our socio-economic status has shifted and we are no longer eligible for Title I funds. We use other categorical funds to supplement the consent decree budget to increase the Student Advisor's hours. The Student Advisor is the liaison to the parent in the SST process and is responsible for keeping the schedule and calendar. While the focus of this position has increased the overall parent involvement in the SST process we remained focused on increasing under-represented people of color in the educational process of their children (attending PTA meetings, joining committees, SSC, SAC, ELAC, attending fieldtrips, etc.). Yearly funding cutbacks have hurt Grattan's support network as we are no longer able to fund classroom support paraprofessionals. Our students attend four separate afterschool programs (two on site) and this hinders the design of a cohesive afterschool enrichment structure that should be available to all students, especially focal and other targeted groups. There is a perceived notion that one or more of these afterschool programs are better than the others and this exacerbates issues of inequity in our students options.

9. Limitations of the current program to enable under-performing students to meet standards:

There is concern over the early start time at Grattan school. After school enrichment and tutorial programs are limited by separate on and off-site after-care programs (see above) and a limited busing schedule. Although there has been improvement this school year, there is a pervasive issue of tardiness at our school. Grattan staff has waged a campaign to get children to school on time: The SART team meets regularly to track truant students, make parent connections and monitor classroom incentives, SARBS, SST's. Grattan's top priority over the past several years is to maintain a low-class size in our upper grades. Due to severe budget constraints we are only able to partially fund class size reduction teachers in the fourth and fifth grade this school year and more than likely will not be able to do so next year. While a newly developed Care Team meets monthly to determine affective needs and action plans for some of our focal and other targeted students, we have yet to see the results in an increase of student achievement.

Insert SARC Highlights

ACADEMIC PLAN EXECUTIVE SUMMARY

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

Grattan's API score increased in 2006 to 782, a 24 point gain from 2005. Despite this progress, 46% of Grattan students did not score at or above proficient on the mathematics portion of the CST, and 51% did not score at or above proficient on the language arts portion.

In mathematics, Grattan students CST scores across all grade levels performed lower in Number Sense than the other strands. In language arts, Reading Comprehension & vocabulary development are the most problematic area for Grattan students, as demonstrated by CST teacher reports and classroom Houghton Mifflin Assessments.

Although there was a slight gain this past year, for each of the past four years, there has been a large drop in the number of fifth grade students scoring at proficient or above on the math portion of the CST, compared to how the same groups of students scored in fourth grade.

Although Grattan no longer has a numerically significant number of African American students to form a subgroup for the API, we have identified our African American students across all grades as an underperforming targeted group for the 07-08 school year, particularly in mathematics. The EDY subgroup continues to be enrolled at a numerically significant number, and will also be a targeted group. Grattan was only able to move 14% of the targeted below basic students to basic and only 21 % of students from basic to above basic in Math.

Based on the above data conclusions the following are the objectives for Goal 1.

Objective 1: Given a standard's based instructional program with the enhancement of an Early Intervention (K-2) .5 Literacy Specialist, 60% of all Grattan students will score at proficient or above on the California Standards Test in mathematics and language arts. Principal's management letter criteria and report will be used as a measurement tool.

Objective 2: Given the fourth and fifth grade Math Problem of the Week (POW) curriculum, 100% of fourth and fifth graders will show at least one year's growth on the mathematics portion of the CST. CST cluster scores will be used as a measurement tool.

Objective 3: 35% of targeted students will move from below average to average range of performance on assessments, with special emphasis on our consistently low performing sub-populations, through their participation in a comprehensive academic and enrichment program as outlined in the Grattan Academic Plan. Principal's management letter criteria and report will be used as a measurement tool.

The above objective(s) will be achieved by the implementation of the following activities:

1. Development of a certificated staff release time structure for high leverage planning with common grade level and cross grade level teams.
2. Employment of Garden Consultant to foster standard's based instruction within the Green School Yard over-arching focus.

3. Extended learning opportunities and tutoring for focal and other targeted students by credentialed teachers and trained paraprofessionals who will be compensated for their additional time at their per diem rate.
4. Upper grade classes will participate in Problem of the Week math problem solving lessons.
5. If funding is available, hiring of a .5 Literacy Specialist will provide early reading intervention for targeted K-2 students.

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 related to Goal 2:

African-American students in all grades are scoring far below their peers in both ELA and Math. While 49% (ELA) and 54% (Math) of all students tested are scoring at proficient or above only 21% (ELA) and 18% (Math) of AA are meeting proficiency levels. ELL students are scoring higher in Math than in ELA and are scoring slightly lower than the district average on both subtests. Socio-economically disadvantaged students did meet their sub-group API target.

Based on the above data conclusions the following are the objectives for Goal 2.

Objective 1: Given the school-wide adoption and systematic implementation of guided reading strategies using the leveled bookroom assessments and materials, Grattan will see 35% percent of targeted students move from basic to proficient in ELA on the CST.

Objective 2: Given clustered class groupings and a regular support schedule for all beginning and intermediate ELLs, Students will show 5% improvement on the ELA portion of the CST.

The above objective(s) will be achieved by the implementation of the following activities:

1. Technology Paraprofessional will structure PD for all teachers to better integrate technology into standard's based lessons.
 2. All beginning and intermediate ELL students will receive English Instruction using Rosetta Stone.
 3. All teachers will receive professional development in differentiating instruction and optimizing the use of the leveled book room.
 4. All students will have weekly access to the library. Librarian and all teachers (K-5) will create a unit of study through the Library Sciences.
 5. ELL students will be clustered in classrooms to promote optimal scheduling of ELL instruction.
 6. Consultants will be hired to foster/support core academic instruction through Garden, Sciences, and Arts activities.
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Goal 3: Initiatives to Improve Instruction: 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:

CST data indicated the following areas for school-wide focus on in the 07-08 school year: Number Sense and Reading Comprehension and Vocabulary Development for all students. Specific grade levels will meet to determine modified focus at the beginning of the school year if necessary based on new data. Due to the ever-widening achievement gap within our student group, the August professional development day will be dedicated to Differentiating Instruction. There will be an emphasis on meeting the needs of our newest population of student's with Autism. The SSC survey data and teacher input indicate that green schoolyard, technology and the arts should be fostered and integrated into the regular curriculum as much as possible to support focal and other targeted students. Teacher input surveys indicate the need for release time in which to plan in grade level structures and across grade level structures. Additional Professional Development training opportunities will be necessary for a school-wide adoption and implementation of a leveled book room. Other PD opportunities will be researched based on funding for Motor and P.E.

Based on the above data conclusions the following are the objectives for Goal 3.

Objective 1: Given professional development in-service on differentiated strategies, teachers will implement a scaffolded instructional program to meet individual student needs resulting in 35% of our targeted students moving from below basic to basic or above and 15% of our students moving from basic to above basic in ELA. Evaluation criteria will include teacher evaluation process, formal and informal classroom observations, classroom assessments and CST Data.

Objective 2: Given a schedule of release days, teachers will meet in grade levels and across grade levels to review student data and work samples, reflect on teaching practices and plan appropriate theme units, lessons and strategies to meet the needs of focal and other targeted students. Evaluation criteria will include release time schedule, meeting notes, teacher evaluation process, informal and formal classroom observations, classroom assessments and CST data.

The above objective(s) will be achieved by the implementation of the following activities:

1. There is agreement school-wide among the staff to utilize a leveled bookroom to foster literacy and a school-wide assessment to support this effort.
2. Teachers will work with the garden consultant to explore ways to use the environment as an Integrating Context for Learning through the State Education Executive Summary Reports and will continue their relationship with UC Botanical gardens.
3. Grattan teachers will use the Japanese Model of Lesson Study to explore children's learning outcomes and their own best practices in teaching.
4. Teachers will provide regular communication to families through monthly newsletters, web postings, room parent phone trees, etc.
5. Principal will provide release time for teachers to observe peers implementing instruction around Number Sense, Guided Reading & Vocabulary development.

Goal 4: School Climate: Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior

Data Conclusions related to Goal 4:

The results of the Grattan school survey indicate that the areas of most concern relate to bullying/interpersonal relations, the need for “across the school” conflict management training. Grattan’s “Caught in the Act” program has been successful however the need to extend it to after school programs (CDC, GASP, Boys & Girls Club, Bus Drivers, etc.) was noted. Yard supervision has been much improved this year although consistency across all yards and recess periods need to be a focus for next school year. There is a need to implement PD in-service yard monitoring best practices to all Noontime monitors. Transition to and from the classroom, yards, before and after school continue to be areas that require monitoring and more structure to ensure safety. Grattan hopes to become a “Welcoming School” next school year and work with a new curriculum that has been adopted by the Human Rights Campaign. We continue to strive to be an inclusive school that relishes and honors people and families of all walks of life. Translation services were identified as an area that will need to be monitored since the needs change frequently.

Based on the above data conclusions the following are the objectives for Goal 4

Objective 1: Given SFUSD school health programs, our Grattan Health Advocate and other outside resources, all teachers will implement tobacco, drug and violence prevention programs mandated by Safe and Drug Free Schools (S&DFSC) and Tobacco-Use Prevention (TUPE) Education funds as evidenced on the master calendar and through daily lesson plans and periodic informal observations by principal.

Objective 2: Given SFUSD School Health Programs and Pupil Services resources, Grattan will implement a school wide positive behavior program that promotes conflict resolution, I-messages, peace tables, peace walks, and a community of respect that honors students and families from all walks of life. The SSC, faculty and staff will monitor the success through ongoing discussions, observations, teacher feedback, office referrals and family surveys. The Student Council will provide opportunities for positive school wide events with supporting evidence of flyers, event announcements and the master calendar.

The above objective(s) will be achieved by the implementation of the following activities:

1. Implement a school-wide positive behavior program (Caught in the Act) and anti-bullying curriculum.
2. Develop and share a Discipline Philosophy and behavior expectations with all families.
3. . The student council will actively plan school wide events that promote harmony and a community of respect. School will appeal to School Health Programs to take part in the piloted program “Welcoming School Communities”.
4. All classes will participate in Health related curriculum activities according to grade-level standards. The on-site school health program coordinator will monitor all mandated health curriculum and will provide in-service to teachers as necessary.
5. There will be an emphasis on beautifying all bathrooms on campus (Student & Faculty) and provide safety for all within their walls.

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:

Parental involvement is identified as a positive element of the school. According to family surveys, relationships between parents, staff and students were identified in a positive light and are seen as very strong. PTA efforts to support enrichment programs, including environmental science education, gardening program, choral music, after school enrichment, supplementary supplies and fieldtrips were lauded by respondents as positive actions. There is an identified need to diversify our PTA to reflect our student body and to strengthen Parent – Teacher communication in general and specifically on a class level basis. Additionally, parents responded that they need further information and education on California Content Standards and what is expected of their child at each grade level. Lastly, Parents of younger children (K-5) note that they would like to hear more from classroom teacher regarding what is taking place in the classroom.

Based on the above data conclusions the following are the objectives for Goal 5.

Objective 1: Given State & Federal site council guidelines, Grattan will have a properly composed SSC, ELAC and SAC that meets on a regularly (at least monthly) scheduled basis and completes required tasks including academic plan, budget and school prioritization as evidenced through SSC agendas, sign-in, archives and meeting minutes.

Objective 2: Given parental involvement opportunities, (school-wide events, volunteerism, coffee klatch's, SST's, Committees, PTA, etc.) and supporting structures (web site, leaflets, room parents), Grattan will work to promote events to increase parent, family and community-involvement that reflects the diversity of our student body, as evidenced through sign-in sheets, archives, meeting minutes and schedules. Translation will be provided when appropriate.

The above objective(s) will be achieved by the implementation of the following activities:

1. Annual Grattan surveys will be mailed out in February prior to the Community meetings. Community meetings will be scheduled accordingly to promote participation in the academic planning process.
2. SSC, ELAC and SAC will be duly elected and constituted. The SSC will present CAT-6, CST Data to the Grattan community during an evening meeting.
3. GATE Advisory Committee parent representative will be actively involved in the planning, implementing and monitoring of the GATE program. PTA will discuss efforts to promote parent participation of families who are traditionally underrepresented (i.e. coffee klatch, morning assembly, student performances).
4. Regular and ongoing communication between PTA, SSC and Faculty meetings will be fostered by representation of each group on each committee. A report back time allotment will be factored into the agendas for the purpose of cross-communication.
5. Grattan will articulate to and encourage all parents to attend their child's class or a school-wide function for at least one daytime event (fieldtrip, special project, etc.).
6. Regular school communication will be fostered through Wednesday folders, Grattan Globe Newsletter, Class newsletters and website.

Action Plan

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.

Student groups participating in this goal: *All Students, particularly targeted students, AA, ELL, SPED., EDY, GATE.*

Performance gains expected for these students *At least one year's growth on standardized tests, basic or above on CST, satisfactory progress on reports, IEP's.*

Means of evaluating progress toward this goal: *On-going teacher observations, informal classroom walk-throughs, review student work, portfolio review, progress reports, regular SST meetings, IEP's and form G of IEP.*

Group data needed to measure academic gains: *CAT-6, California Standards tests, CELDT and LALAR and informal assessment and review of student-work, summative tests.*

Objective 1: Given a standard's based instructional program with the enhancement of an Early Intervention (K-2) .5 Literacy Specialist, 60% of all Grattan students will score at proficient or above on the California Standards Test in language arts. Principal's management letter criteria and report will be used as a measurement tool.

Objective 2: Given the fourth and fifth grade Problem of the Week (POW) curriculum, 100% of fourth and fifth graders will show at least one year's growth on the mathematics problem solving portion of the CST. CST Cluster scores will be used as a measurement tool.

Objective 3: 35% of targeted students will move from below average to average range of performance on assessments, with special emphasis on our consistently low performing sub-populations, through their participation in a comprehensive academic and enrichment program as outlined in the Grattan Academic Plan. Principal's management letter criteria and report will be used as a measurement tool.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of standards-based instruction to content standards:</p> <p>If funding permits a scheduled release time structure will be developed for all certificated staff. Within this release time structure, faculty will review CST data clusters, align with content standards, review current instructional and assessment practices, review student work, compare to grade level standards and rubrics, reflect on teaching strategies and plan instruction in accord with the results of findings and within Grattan's green focus. The principal and teachers will work together within meeting structures to ensure that all students receive instruction covering the grade-specific California Content Standards during the school year. The faculty will explore extending instruction through the core curriculum while maintaining teacher discretion and creativity in instructional methods.</p>	<p><i>Principal Teachers</i></p>	<p><i>August 07- June 08</i></p>	<p><i>Salaries: 1 Principal, 13 Teachers.</i></p> <p><i>Release Days</i></p>	<p><i>WSF</i></p> <p><i>SIS, PTA</i></p>

<p>beginning of the school year, Grattan staff will participate in an in-service around differentiating instruction. Additionally, they will be afforded opportunities for in-service on the assessments aligned with the leveled book room.</p>				
<p>1.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> • Elections for parent committees (SSC, SAC, ELAC) will be held according to Ed. Code regulations. The SSC will meet monthly during the entire school year and twice monthly during the academic planning season. SSC meetings in September, October, November, April and May will be used to monitor the Acad. Plan and assess progress toward goals. The teams will review data, monitor program, collect input from all stakeholders. 	<p><i>Principal, UBC, SSC, PTA Board</i></p>	<p><i>August 07 – June 08</i></p>	<p><i>Xerox costs (overage - \$2,000)</i></p>	<p><i>WSF, PTA</i></p>
<p>1.6 Non-academic support serv. (auxiliary) for students and parents</p> <ul style="list-style-type: none"> • All students will have access to resident artists and an environmentalist who will supplement curriculum by teaching the performing arts (dance, choral and instrumental music) and environmental sciences (through green-based projects such as composting, planting, harvesting, species identification, etc.). • The Garden Consultant will provide school-wide garden and environmental activities and support teachers in integrating environmental activities into their teaching. This will provide access to core curriculum through all learning modalities. • PTA and SSC will explore opportunities to offer knowledge of standard’s based educational practices through in-service and panel-like discussions to parents/guardians. • PE Consultant will work with all students in 3-5th grade students for up to 100 minutes weekly to enhance the PE instruction through the regular program. 	<p><i>Principal, Teachers, PTA Board & Committees</i></p>	<p><i>August 07- June 08</i></p>	<p><i>Consultants (Choral - \$5,000) (Garden – \$10,000)</i></p>	<p><i>PTA and other Grant Funding</i></p>
<p>1.7 Monitoring program implementation and results</p> <p>All facets of Grattan’s Programs will be monitored by the SSC, PTA and teaching community through open discussion, surveys, meeting agendas, archives, minutes and posted outcomes on a community bulletin board.</p>	<p><i>Principal, SSC, PTA Board</i></p>	<p><i>August 07 – June 08</i></p>		
<p>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> <p>Student groups participating in this goal: <i>All Students, particularly targeted students, AA, ELL, SPED., EDY, GATE.</i></p> <p>Performance gains expected for these students <i>At least one year's growth on standardized tests, basic or above on CST, satisfactory progress on reports, IEP's.</i></p> <p>Means of evaluating progress toward this goal: <i>On-going teacher observations, informal classroom walk-throughs, review student work, portfolio review,</i></p>				

progress reports, regular SST meetings, IEP's and form G of IEP.

Group data needed to measure academic gains: CAT-6, California Standards tests, CELDT and LALAR and informal assessment and review of student-work.

Objective 1: Given the school-wide adoption and systematic implementation of guided reading strategies using the leveled bookroom assessments and materials, Grattan will see 35% percent of targeted students move from basic to proficient in ELA on the CST.

Objective 2: Given clustered class groupings and a regular support schedule for all beginning and intermediate ELLs, Students will show 5% improvement on the ELA portion of the CST.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>2.1 Alignment of instruction with content standards</p> <ul style="list-style-type: none"> Classroom teachers will work within their release time structures on planning curriculum, multiple assessment practices, modifying and differentiating instruction to align with SFUSD content standards for reading, writing and mathematics, science, social studies, PE, Motor activities and the arts. Particular emphasis will be on analyzing student work from the focal and other targeted (AA, ELL, SPED, EDY, GATE) students. All teachers will submit an intervention plan for their focal and other targeted (AA, ELL, SPED, EDY) students. Plans will be monitored through the SST process and regular principal class visits to monitor instructional program. Principal will provide informal written and/or oral feedback to teachers regarding visits. Tech Paraprofessional will structure a PD plan for all teachers to integrate technology into standards based instruction, with a focus on math. Garden consultant will also implement a plan w/in the release time schedule to support all teachers in using the environment as an integrating and inspiring context for learning. 	<p><i>See 1.1</i></p> <p><i>Principals, Teachers, R40</i></p> <p><i>Principal, A09</i></p> <p><i>See 1.6</i></p>	<p><i>Sept. 07 – June 08</i></p> <p><i>Sept. 07 – June 08</i></p>	<p><i>Salary R40 (42,614)</i></p> <p><i>Salary A09 (\$36,413)</i></p>	<p><i>Consent Decree & WSF</i></p> <p><i>WSF & LEP</i></p>
<p>2.2 Improvement of instruct. strategies and materials</p> <ul style="list-style-type: none"> All students will have regular weekly access to a functioning school library w/ a .2 Librarian to support themes and activities implemented in the classroom. The librarian and teachers will work together to produce a grade-level unit of study that promotes deeper level thinking through research-rich lessons. All students will be able to circulate books from the library on a weekly basis. Parent volunteers will provide library upkeep and maintenance. There will be internet connections for research activities. New library materials will be purchased according to teacher input and needs. All students (K-5) will have access to at least 10 lessons through Science Consultants. 	<p><i>Principal, Teachers, Librarian</i></p> <p><i>Principal, Science Committee</i></p>	<p><i>August 07 – June 08</i></p> <p><i>September 07</i></p>	<p><i>.2 Librarian</i></p> <p><i>Science Consultants</i></p>	<p><i>Prop H</i></p> <p><i>PTA & Other</i></p>

<p>Teachers will work in conjunction with consultants to plan standard's based lessons.</p> <ul style="list-style-type: none"> Kindergarten through fifth grade students will have access to the services of an on-site Garden consultant to enrich core standards-based science curriculum. Consultant will work with classroom teachers to supplement hands-on science activities within the core-curriculum focusing on project based learning experiences through the garden. All teachers will implement fifteen lessons using Visual Thinking Strategies (VTS). Grattan will continue to foster its partnership with the DeYoung Museum. 	<p><i>See 1.6</i> <i>Principal, Teachers</i></p>	<p><i>August 07- June 08</i> <i>August 07 – June 08</i></p>	<p><i>\$8,000</i></p>	<p><i>Grant funds</i></p>
<p>2.3 Extended learning time/increase educ. oppty.</p> <p>The afterschool club committee will design a comprehensive program of enriching activities during the hour after school lets out. Clubs will include: Gardening, Chess, Spanish, Mandarin, Science, Technology, Art and Dance. The Student Advisor will work to recruit focal and/or other targeted students for clubs and scholarships will be offered to students who and families who need them.</p>	<p><i>Principal, After School Club Committee</i></p>	<p><i>Sept. 07- June 08</i></p>	<p><i>Scholarships (TBD)</i></p>	<p><i>PTA</i></p>
<p>2.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> Grattan faculty will participate in PD activities to foster knowledge of differentiating instruction to include information on optimal mainstreaming conditions for students on the autism spectrum. Principal is responsible for tapping on-site and district resources and calendaring PD sessions on the master calendar. There will be a particular emphasis on number sense skills and fostering reading fluency through the use of a leveled book room. Tech paraprofessional will provide PD to all teachers on Cruncher, Rosetta Stone English Language Acquisition Application. SSC will explore teacher training models and curriculum to support a Welcoming School Community. 	<p><i>Principal, SSC, PTA Board</i> <i>Principal, Teachers, A09</i></p>	<p><i>August 07 – June 08</i> <i>Sept. 07 – June 08</i></p>	<p><i>PD Consultant (\$450.00)</i> <i>See 2.1</i></p>	<p><i>PTA</i></p>
<p>2.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> The Student Advisor will maintain daily check-in procedure of all tardy students and work with the SART team to identify, track and report habitual truants. Referrals to the SST will be made through the SART team. The Student Advisor is responsible for keeping records of all students referred to the SST and will have regular comm. through phone calls and letters with parents of students referred to the SST. Student Advisor will maintain log of all parent contacts re: SST and SART issues. The school staff will work closely with the PTA in implementing a master volunteer list to help facilitate appropriate placement of volunteers to better support targeted students (AA, ELL, SPED, EDY). 	<p><i>Principal, Teachers, Parents, R40,</i> <i>SSC, PTA, staff</i></p>	<p><i>August, 07 – June, 08</i> <i>August 07 – June 08</i></p>		

<p>2.6 Monitoring program implementation and results</p> <ul style="list-style-type: none"> Grade-level teams will report back to the principal, the ELAC, SAC and the SSC on program quality in the form of meeting minutes. There will be cross representation of parents, principal and teachers on all committees and councils. There will be a report-back period at all meetings to allow for reporting back and open communication throughout the community. Committees and councils will monitor programs through open discussion and parent/ family/ teacher and student surveys and bulletin board & web postings. Special Education Teachers will develop an IEP master calendar to monitor individual student timelines. 	<p><i>Principal, Teachers, Special Ed. Teachers, SSC</i></p>	<p><i>August 07- June 08</i></p>		
<p>GOAL #3 Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional, or programmatic improvements.</p> <p>Student groups participating in this goal: <i>All Students, particularly targeted students, AA, ELL, SPED., EDY, GATE.</i></p> <p>Performance gains expected for these students <i>At least one year's growth on standardized tests, basic or above on CST, satisfactory progress on reports, IEP's.</i></p> <p>Means of evaluating progress toward this goal: <i>On-going teacher observations, review student work, portfolio review, progress reports, regular SST meetings, IEP's and form G of IEP. Teacher Evaluation cycle, informal classroom visits, PD agendas, archives and meeting minutes.</i></p> <p>Group data needed to measure academic gains: <i>CAT-6, California Standards tests, CELDT and LALAR and informal assessment and review of student-work.</i></p> <p>Objective 1: Given professional development in-service on differentiated strategies, teachers will implement a scaffolded instructional program to meet individual student needs resulting in 35% of our targeted students moving from below basic to basic or above and 15% of our students moving from basic to above basic in ELA. Evaluation criteria will include teacher evaluation process, formal and informal classroom observations, classroom assessments and CST Data.</p> <p>Objective 2: Given a schedule of release days, teachers will meet in grade levels and across grade levels to review student data and work samples, reflect on teaching practices and plan appropriate theme units, lessons and strategies to meet the needs of focal and other targeted students. Evaluation criteria will include release time schedule, meeting notes, lesson plans, teacher eval. process, informal and formal classroom obs., classroom assessments and CST data.</p>				
<p>3.1 Alignment of instruction with content standards</p> <ul style="list-style-type: none"> All teachers will review California content standard strands for <u>Number Sense, Reading Comprehension and Vocabulary</u> in September. Cluster level meetings within the release time schedule will provide the venue for dialogue pertaining to best teaching practices, successful strategies and appropriate assessments to promote achievement, particularly information that would promote school-wide usage of the leveled book room. Regular on-going assessment of all students using site based (Shefelbine, Dolch, RESULTS, informal writing samples etc.) and commercial (Houghton Mifflin, Harcourt, Rigby) assessments will monitor student progress. Emphasis will be on Focal and other targeted students including: AA EDY, Special Ed., GATE and ELL students 	<p><i>See 1.1</i></p>	<p><i>Sept. 07- June 07</i></p>		

<p>3.2 Improvement of instruc. strategies and materials</p> <p>There is agreement school-wide to implement a guided reading program through the use of a leveled book room. A committee of teachers will research and adopt an assessment tool and act as teacher leaders in this effort. Additionally, the faculty team will work in conjunction with the Green Schoolyard Committee and Garden Coordinator Consultant to improve strategies in using the “Environment as the Integrating Context (EIC) for learning”. Based on State Education and Environment Roundtable (SEER) publication, “Closing the Achievement Gap”, State Education and Environment Roundtable executive summary and study. www.seer.org.</p>	<p><i>Principal, All Teachers. Green School Yard Committee, Garden Coordinator</i></p>	<p><i>August 07- June 08</i></p>	<p><i>See 1.6</i></p>	
<p>3.3 Staff development and professional collaboration</p> <p>The Green Schoolyard committee will continue their collaboration with UC Botanical Gardens and their focused effort on the Japanese model of Lesson Study. Teachers will be encouraged to attend district PD sessions and other conferences when applicable to our focus. Funding opportunities are available to teachers to attend off-site conferences that promote inclusive learning structures for students with Autism and other learning differences, Green School Yard issues, and appropriate Science, Math and Literacy topics. All attendees are required to report back to general staff.</p> <p>Grattan will implement a schedule of release time for teachers to observe colleagues [focusing on number sense lessons (TERC, Math Solutions, Marilyn Burns) and writer’s workshop], plan, review student work and reflect on their own teaching practices.</p> <p>SSC will explore community partnerships (AcroSports, Boys & Girls Club of America and the YMCA) and PD opportunities around Motor & Phys. Ed. Practices for primary grades (K-2).</p>	<p><i>Principal, All Teachers. Green School Yard Committee, Garden Coordinator</i></p> <p><i>Principal</i></p> <p><i>Principal, SSC</i></p>	<p><i>August, 07- June 08</i></p> <p><i>August 07 – June 08</i></p> <p><i>Sept. 07 – Jan. 08</i></p>		
<p>3.4 Involvement of staff, parents and community</p> <p>Feedback will be solicited from staff, parents and community members from surveys and other structures set up through committees, PTA discussion groups, panels, forums and community meetings. Teachers and Principal will agree on a reasonable schedule where there is a regular communication tool of classroom activities to the parents/ guardians. Communications will include letters, (paper & web) and room parent reports. Parents will receive a pamphlet at the beginning of the year, outlining academic content standards for their child’s particular grade level.</p> <p>There will be regular staff representatives in attendance at all community meetings including PTA, SSC, Green School Yard, Development, etc. Teachers will provide regular feedback at staff meetings in an effort to open communication and integrate projects within the classroom.</p> <p>The PTA, SSC and teaching community will conduct a series of informative meetings for parents to learn of California Content Standards, data analysis and best teaching strategies. Family Math and literacy news letters will be sent home periodically in the weekly Wednesday folder. Student-led “portfolio” conferences will be scheduled in the Spring.</p>	<p><i>Principal, Teachers, SSC, PTA</i></p>	<p><i>August 07 – June 08</i></p>	<p><i>Postage, Xeroxing</i></p>	<p><i>WSF, PTA</i></p>

<p>3.5 Monitoring program implementation and results</p> <p>The SSC is ultimately responsible for student achievement through the implementation and monitoring of the academic plan. The Principal will guide the SSC with input from the community and the faculty and staff through an ongoing evaluative process of the educational program.</p>	<p><i>Principal, Teachers, Parents, SSC, staff</i></p>	<p><i>August 06- June 07</i></p>		<p><i>WSF, PTA</i></p>
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GOAL #4 School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

Objective 1: Given SFUSD school health programs, our Grattan Health Advocate and other outside resources, all teachers will implement tobacco, drug and violence prevention programs mandated by Safe and Drug Free Schools (S&DFSC) and Tobacco-Use Prevention (TUPE) Education funds as evidenced on the master calendar and through daily lesson plans and periodic informal observations by principal.

Objective 2: Given SFUSD School Health Programs and Pupil Services resources, Grattan will implement a school wide positive behavior program that promotes conflict resolution, I-messages, peace tables, peace walks, and a community of respect that honors students and families from all walks of life. The SSC, faculty and staff will monitor the success through ongoing discussions, observations, teacher feedback, office referrals and family surveys. The Student Council will provide opportunities for positive school wide-events with supporting evidence of flyers, event announcements and the master calendar.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety</p> <p>Student Council will work with the SSC and Mural Committee to create interactive murals facilitating conflict resolution and world peace. The Principal will work with the School Secretary, SSC and PTA to ensure that all facilities issues that are reported to the district are resolved in a timely manner. There is a school-wide emphasis on making our bathrooms cleaner and safer for all. Principal, secretary and staff will monitor the safe school and evacuations plans, comfort bags, first aid supplies, morning “Stop, Drop and Go” program, afternoon dismissal and bus lines. Grattan staff will implement school-wide positive behavior program, “Caught in the Act”.. Teachers will promote positive behavior within their classrooms using techniques such as the Peace Table, Peace Walk or I Message and will share strategies with families at the beginning of the school year.</p>	<p><i>Principal, Teachers, Health Advocate, Mural Committee</i></p>	<p><i>August 07- June 08</i></p>		<p><i>Prop H Arts Other Arts budgets, other grant funding</i></p>
<p>4.2 Staff development and professional collaboration</p> <p>The Principal will appeal to School Health Programs to make the staff /community available to pilot new “Welcoming School Curriculum”. Staff will implement curriculum and common</p>	<p><i>Principal, Health Advocate, Teachers,</i></p>	<p><i>August 07- June 08</i></p>		

<p>language for addressing the needs of those who find themselves bullied. "Actions for Health" and/or "Too Good for Violence" will be utilized as well as other supplementary materials, videos. Teachers will collaborate to design individual support programs for those who bully and/or the victims of bullying. The student council will actively plan school-wide events that promote harmony and a community of respect.</p> <p>ALL Noon monitors and yard volunteers will be trained to facilitate children's conflict resolution and to optimize the student's engagement in positive recreational activities. through consultation with School Health Programs.</p> <p>The Principal will ensure that all Grattan afterschool partners (CDC, GASP, Boys & Girl's Club, Laidlaw bus driver) are knowledgeable and willing to extend our behavior expectations and "the Grattan Way" (Be Safe, Responsible, Respectful & Kind).</p>	<p><i>SSC & PTA Board</i></p> <p><i>Principal, Teachers, School Health Programs</i></p> <p><i>Principal, SSC</i></p>	<p><i>August 07- June 08</i></p>		<p><i>Discretionary if necessary</i></p>
<p>4.3 Engagement of staff, parents, community</p> <p>All stakeholders will receive a copy of Grattan's Discipline Philosophy and will be encouraged to sign a Home – School compact in an effort to build a mutual understanding of behavior expectations. Staff will meet with students at the beginning of the year to review school rules and behavior expectations. Staff will use the SST to monitor students' behavior. Teachers will maintain regular communications w/ families through class newsletters, e-mails, website or Parent Phone Trees to inform of school climate programs and common language to foster positive behavior. There will be an effort to recruit Noontime volunteers to engage students at recess.</p>	<p><i>ALL Stakeholders</i></p>	<p><i>August 07- June 08</i></p>	<p><i>Xeroxing costs</i></p>	<p><i>WSF</i></p>
<p>4.4 Auxiliary services for students and parents</p> <p>The School Health advocate will schedule programs and events to foster wellness within our student body. i.e. Let's Get Real, A Bunny's Tale, Jump Rope for Heart, etc. Parent volunteers will be tapped for all school wide health related events. Letters with translation (when applicable) will provide an overview to parents of our health curriculum. Grattan will maintain its current visitor sign-in system and will provide signage for new visitors. The Grattan Welcoming Committee will create and foster optimal communications re: "All things Grattan" for new families.</p> <p>The Learning Support Professional (LSP)/ counselor and Therapist interns from Access Institute will work in conjunction with the School Psychologist, Principal and the Student Advisor within the Care Team format. Team will meet monthly to identify and report on students and families with affective needs. Plans and action</p>	<p><i>Principal, Health Advocate, Teachers, Welcoming Committee</i></p> <p><i>Principal, Care Team</i></p>	<p><i>August 07- June 08</i></p> <p><i>August 07 – June 08</i></p>	<p><i>Promotional materials, postage, Xeroxing</i></p> <p><i>Salary: LSP/Counselor</i></p>	<p><i>WSF, PTA</i></p> <p><i>Prop H</i></p>

<p>steps will be created and carried out accordingly. Therapists will carry a caseload of 10 students who will receive weekly onsite therapy services. The LSP will create counseling groups for students based on needs. (i.e. Grief, Anger Management, Social, boys group, girls group, etc.)</p> <p>The Primary Intervention Program (PIP) through Edgewood Grant will provide individual services for those students who meet the PIP profile, fostering self-awareness and esteem.</p>	<p><i>Principal, Teachers</i></p>	<p><i>Sept. 07 – June 08</i></p>	<p><i>Salary: PIP consultant</i></p>	<p><i>Grant Funding</i></p>
<p>4.5 Monitoring program implementation and results</p> <p>The Principal, SSC and the school health advocate will monitor all programs around school safety and climate. The SSC and the PTA will review the results of teacher, family, student surveys and make recommendations accordingly.</p>	<p><i>Principal, School Health Advocate</i></p>	<p><i>August 07- June 08</i></p>		

GOAL #5 Parent and Comm. Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

Objective 1: Given State & Federal site council guidelines, Grattan will have a properly composed SSC, ELAC and SAC that meets on a regularly (at least monthly) scheduled basis and completes required tasks including academic plan, budget and school prioritization as evidenced through SSC agendas, sign-in, archives and meeting minutes.

Objective 2: Given parental involvement opportunities, (school-wide events, volunteerism, SST's, Committees, PTA, etc.) and supporting structures (web site, leaflets, room parents), Grattan will work to promote events to increase parent, family and community-involvement that reflects the diversity of our student body, as evidenced through sign-in sheets, archives, meeting minutes and schedules. Translation will be provided when appropriate.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>5.1 Active parent involvement in decision making process</p> <p>All PTA and SSC meetings will have posted announcements in home language when necessary. Food and childcare will be provided at evening and weekend meeting events. Annual Grattan surveys will be distributed prior to the 2nd Community Meeting. Community meetings will be scheduled twice in the Spring to gather input and review plan. SSC, ELAC and SAC will be duly elected and constituted. The SSC will present</p>	<p><i>Principal, Teachers, Parents, Students, Student Advisor, Technology Paraprofessional, SSC, staff,</i></p>	<p><i>August 06- June 06</i></p>	<p><i>xeroxing costs, materials</i></p>	<p><i>PTA</i></p>

<p>CAT-6, CST Data to the Grattan community during an evening meeting where food, translation and childcare will be provided. GAC parent representative will be actively involved in the planning, implementing and monitoring of the GATE program.</p> <p>PTA sponsored advisory committees will include: Green School Yard, Science, Development, Library, Beautification, Mural, After school Club, Welcome, Film Fest, Fun Fest, and Literacy..</p>	<p><i>comm. members, GAC parent, GATE coordinator</i></p>	<p><i>August 06- June 06</i></p> <p><i>August 06</i></p>		
<p>5.2 Ongoing communication with parents</p> <ul style="list-style-type: none"> • Weekly Wednesday folders will be sent home with school, district, PTA and other community info. All families will receive quarterly progress reports. Student progress toward achievement of IEP goals and objectives will be reported to parents at the same intervals of students in general education through the attachment ‘G’ page of the IEP. P.T.A. meetings will be held monthly where parents will be given the opportunity to offer feedback and plan activities. There will be a GATE informational meeting held describing the program and identification process within the PTA meeting structure. • Teachers and Administrator will agree on a reasonable schedule where there is regular communication of classroom activities to the parents. Communications will include letters (paper & web) and room parent reports. Parents will receive a pamphlet outlining standards for their particular grade level. • The parent involvement policy will be distributed to all families. PTA will explore instituting a board level position to facilitate parent communications. The Grattan school website will be updated regularly to inform of activities and upcoming events. The website will promote our programs through an online archive of student work and projects. Grattan will re-adopt the system of ‘Room Parents’ to insure that all families can be reached by the PTA or school via email tree or phone tree in addition to receiving written communication in the PTA folders. 	<p><i>Principal, Teachers, Parents</i></p> <p><i>Principal, Teachers, Parents</i></p>	<p><i>August 06- June 07</i></p> <p><i>August 06- June 07</i></p>	<p><i>Xeroxing costs, materials</i></p> <p><i>Xeroxing costs, materials</i></p>	<p><i>WSF, PTA</i></p> <p><i>WSF, PTA</i></p>
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <ul style="list-style-type: none"> • P.T.A. will research optimal recruiting efforts and actively recruit parents of traditionally underrepresented groups accordingly. The coordinators of parent meetings and evening events will provide translation services if necessary and conduct appropriate surveys. <p>Staff will pilot a 1 x monthly morning assembly mini performance in an effort to bring parents to the school for AM bell. There will be a follow-up PTA sponsored coffee klatch to promote networking among all parents. (recite a poem, singing a song, a skit, etc.) PTA will explore using varied venues for meetings to attempt to mix business with pleasure. Grattan families are more likely to attend school-wide performances such as the Multicultural Assembly, Holiday Sing-Along, and Dance performances. PTA will conduct</p>	<p><i>Principal, Teachers, Parents, Student Advisor, Tech Paraprofessional, SSC, staff</i></p>	<p><i>August 06- June 07</i></p>	<p><i>Xeroxing, postage</i></p>	<p><i>Title 1, PTA</i></p>

survey a question will be added to get parent response if they feel they have participated at school to the best of their ability. If not, what could change that?	<i>Advisor, Tech Paraprofessio</i>			
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SCHOOL SITE COUNCIL 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
Jean Robertson		X					
Maureen Cortese			X				9/07
Lillian Ciulla			X				9/07
Matthew Reedy			X				9/07
Philip Marcoccio				X			9/05
Laura Epstien					X		9/05
Jenee Gill					X		9/05
Boris Volpe					X		9/05
Carolyn Gencarella					X		9/07
Maya Keshavan					X		9/07
Numbers of members of each category		1	3	1	5	0	

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 LANGUAGE ADVISORY COUNCIL MEMBERSHIP

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Jean Robertson		X						
Lillian Ciulla			X					9/06
Jenee Gill						X		9/06
David Greene						X		9/06
Michelle Menengaz						X		9/06
Numbers of members of each category								

The composition of the English Learner Advisory Committee (ELAC) must contain parents of EL students.

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

SCHOOL ADVISORY COMMITTEE MEMBERSHIP

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Jean Robertson		X					
Matthew Reedy			X				9/06
Carolyn Gencarella					X		9/06
Stan Goldberg					X		9/06
Numbers of members of each category							

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

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - PTA members, general family population, teachers and students
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: 2/14/07
 - B. One meeting to present plan upon its completion.
DATE: 3/06/07
7. This school plan was adopted by the school site council on: 3/06/07 .
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:

Jean C. Robertson		
Typed name of school principal	Signature of school principal	Date
Philip Marcoccio		
Typed name of SSC chairperson	Signature of SSC chairperson	Date