

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Guadalupe Elementary
School

38684786041123
CDS Code

[April 13, 2007]

Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ACADEMIC PROGRAM SURVEY

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

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

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

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

<p>1. Instructional Program To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math – “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <p>Intervention</p>
<p>2. Instructional Time To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students – “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students – “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students – “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <p>Math: 3 2 1 0</p> <p>Intervention</p>
<p>3. Principals’ Instructional Leadership To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum – “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year – “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 – “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 – “2 - Substantially” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year – “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training – “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>
<p>5. Student Achievement Monitoring System(s) To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>

<p>assessments are being <u>used in a timely manner to determine student progress and modify instruction</u></p> <ul style="list-style-type: none"> – “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u> – “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered – “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered 					
<p>6. Ongoing Instructional Assistance and Support for Teachers</p> <p>To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials – “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers – “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers – “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers 	ELA	3	2	1	0
	Math	3	2	1	0
<p>7. Monthly Teacher Collaboration by Grade/Content Level</p> <p>To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math – “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level – “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level – “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	ELA	3	2	1	0
	Math	3	2	1	0
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12)</p> <p>To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school – “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels – “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels – “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	ELA	3	2	1	0
	Math	3	2	1	0
<p>9. Fiscal Support</p> <p>To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan – “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan – “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan – “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	ELA	3	2	1	0
	Math	3	2	1	0

DATA SUMMARY

(To be provided by Research, Planning and Accountability, format TBD)

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

The following questions will help you reflect on current educational practices at your school and its impact on improving student achievement, and to craft your academic plan for the 2007-2008 school year:

Currently, what are the two or three (2-3) key objectives for the school in 2006-2007 (across the five District goals)? For each objective, please briefly answer the following questions, if applicable:

- a) **What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**
 - b) **What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**
 - c) **How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**
 - d) **What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**
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Current-Year Objective 1: Close the Achievement Gap of Latino students

a) **KEY STRATEGIES:**

- Latino English learners are identified by CELDT level for small group instruction by proficiency levels.
- Spanish bilingual classes began using the Bicultural Biliteracy Guide
- Reading Specialist who speaks Spanish provides support in 1st grade bilingual class and teaches two 4th grade ELD groups.
- Kindergarteners and 1st graders with low Brigance scores are identified for intervention and additional assessments.

b) **CHALLENGES OR BARRIERS:**

- CELDT scores arrive in January, so we need to use old CELDT scores for first half of year.
- Distribution of English learners by levels in individual classrooms varies widely, so grade levels struggle with how to deliver ELD instruction as a team.
- Reading Specialist could double her time to address the needs of below grade level readers (Basic) and address the reading and writing needs of English Learners. The need is greater than the resource.
- Two-thirds of our Kindergarteners arrive with no pre-school experience. We are currently determining a good tool for benchmark assessments-DIBELS, RESULTS, etc.

c) ALIGNMENT OF FUNDING SOURCES:

- Title 1 funding provides the Reading Specialist
- SBCP funding helps fund a bilingual classroom teacher
- SBCP funding supplements the after-school program for 3rd/4th graders scoring at Basic
- ELAP funding allows us to purchase materials for the Reading Specialist
(Explode the Code, Houghton Mifflin, Step-Up to Writing)

d) COMMUNITY RESOURCES:

- ExCel funded after-school program supports some Latino students scoring at Basic
- PTA sponsored meetings with Coleman Advocates and were planned with the Latino parents as the targeted audience.
- Grade level parent community meetings for students at Basic and below were scheduled January-March, 2007.

Current-Year Objective 2: Implement ELD Instruction to English learners in proficiency groups (1s,2s, 3s)

a. KEY STRATEGIES:

- Review CELDT, Brigance, and CST scores of English learners at beginning of year. Teachers make class list with students' scores. Based on distribution of levels, teachers provide instruction to own students, or work with other teachers to group students and schedule common time for ELD instruction.
- Plan appropriate lessons for students who are not participating in small group ELD instruction.
- Begin to use Rigby assessments to monitor progress in Listening, Speaking, and Reading.
- Determine writing prompts for each grade level and each Proficiency level for LALAR writing evidence during the 3rd quarter and 4th quarters.

b. CHALLENGES BARRIERS:

- Late CELDT scores delays or causes re-evaluation of grouping. Hand scoring CELDT tests will provide timely data so teachers can form their leveled groups.
- Time management and planning engaging work for 4s and 5s and non-ELD students.
- Need additional professional development to implement On Our Way to English more deeply.

c. ALIGNMENT OF FUNDING RESOURCES:

- SBCP funds used for additional On Our Way to English materials or materials for students not participating in small group instruction.

d. COMMUNITY RESOURCES:

- Parents are provided with test scores and this is explained to them.
- Multilingual content specialist provides support.

Current-Year Objective 3: Implement a School-wide Program to improve student writing.

a) **KEY STRATEGIES:**

- Grades 3,4,5 use old prompts to practice different writing genres-narrative, response to literature, and summary
- Implement Writing Workshop prompts from Houghton Mifflin.
- Introduce 4 Square writing to primary grades and Step Up to Writing in all grades.
- Determine writing prompts for English learners at each proficiency level for evidence to go with the new LALAR forms.

b) **CHALLENGES OR BARRIERS:**

- It is difficult to connect the upper grade writing prompts to primary grade writing prompts.
- Professional Development for 4 Square Writing and Step Up to Writing has been difficult to schedule, so hasn't been introduced. Focus on the writing portion of the new LALAR form has taken priority.

c) **ALIGNMENT OF FUNDING RESOURCES:**

- Title 1 funding provided for 4 Square Writing and Step Up to writing materials and LALAR folders.
- Title 1 funding was planned for professional development, but there have been scheduling conflicts to date with Sopris West and a school that implements 4 Square Writing.

d) **COMMUNITY RESOURCES:**

- None

Priorities for 2007-2008

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

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

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

- 46% of 2-5th graders are Proficient in English Language Arts
 - 54% of 2-5 graders are Proficient in Math
 - Current 5th grade class performs significantly below the other grades. This has been a multi-year pattern
 - API Score is 764; there is a significant gap between the achievement of Asian and Latino students.
 - 48% of school-wide students are English Learners; 40% of 2nd-5th graders are English Learners. There is not a significant achievement gap between English Learners and non-English Learners.
 - Brigance scores indicate that Kindergarteners and 1st graders who attend pre-school arrive with better readiness. 40% of Kindergarteners score in the bottom quartile. First graders' scores are significantly better-only 10% score in the bottom quartile.
 - A beginning of the year screening for selected 2nd graders such as the DIBELS is needed to help inform teachers of their current levels of performance.
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Key Objectives for Goal 1

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 1 for the school.]

Objective 1: 10% of 2nd – 5th graders will move from Basic to Proficient on CST language arts in spring, 2008.

Objective 2: 15% of 2nd – 5th graders or 42 students, will move from Basic to Proficient on the CST math test in spring, 2008. %5 of AA, Latino, and English learners will show growth in their scaled scores in math.

Key Strategies for Goal 1

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

Key Strategy 1: The Literacy Specialist will work with targeted students who scored 325-349 on ELA tests.

Key Strategy 2: All teachers will plan and implement small group instruction during language arts to provide differentiated instruction based on the multiple reading levels of students.

Key Strategy 3: Selected teachers will provide math tutoring after school to African American and Latino 3rd, 4th, and 5th graders who scored at the Basic level in spring, 2007. (Following the Accelerate 300 model.)

Goal 2: Academic Equity

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

Data Conclusions for Goal 2

Questions to cover:

- 1. What special programs (Special Education, GATE, Honors, AP, ELD, language immersion, arts magnet, etc.) are offered at your school?*
 - 2. What are the key data findings observed for students participating in these programs from last year's CST? [Note: If academic achievement for students in these programs was disaggregated by racial subgroup and any achievement gaps were observed, these gaps should be discussed in Goal 1.]*
 - 3. Are any racial subgroups underrepresented or overrepresented in certain programs (i.e. low African American students in GATE, Honors, and/or AP programs, high numbers of EL students in Special Education)?*
 - 4. What patterns or trends have been observed over multiple years?*
 - 5. What additional school data was analyzed (can be data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*
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Key Findings:

- a)RSP and speech services are delivered on a part-time basis to a combined caseload of 30 students.
 - b)Twenty-five 3rd, 4th, and 5th graders are identified as GATE students.
 - c) 211 or 48% of students are English Learns. Spanish bilingual classes are offered in Kindergarten, 1st, and 2nd grades.
- a)GATE students perform at the Proficient and Advanced levels on CST Math and/or Language Arts;
 - b)All special ed students took the CST test and performed from Basic to Far Below Basic using variations, modifications, or accommodations based on information from individual IEPs.
- a)Of the 28 African American students (6%), receive RSP and/or speech services (25%). 3 of 13 third-5th graders are identified as GATE (23%). Additionally, half enrolled during the 206-2007 school year, and 9 students are targeted for improvement for attendance.
 - b)13 of 30 students receiving special ed services are English learners (43%), less than the school average of 48%.
4. A multiple year pattern indicates that Guadalupe's CST scores compare closely with the district's scores. The comparatively stronger math scores are beginning to decline in the upper grades.
5. Attendance data shows that a small group of students are habitually or chronically truant. Families with two and three children are included in this group. A comparatively low number of families present acute attendance problems. CELDT tests indicate that Reading is the main cause for students moving beyond the Intermediate level in grades 3, 4, and 5.

Key Objectives for Goal 2

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 2 for the school.]

Objective 1: 70% of English Learners in K-2 will move up one level on the CELDT from fall, 2007, to fall, 2008.

Objective 2: 30% of Intermediate 3rd and 4th graders will move to Early Advanced/Advanced on the CELDT from fall, 2007, to fall 2008.

Key Strategies for Goal 2

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

Key Strategy 1: To improve the overall proficiency skills of EL students, teachers will provide daily, 30 minute small group instruction to their Beginning, Early Intermediate and Intermediate students using On Our Way to English along with other appropriate materials.

Key Strategy 2: Professional Development will be provided to support teachers' implementation of ELD instruction and full implementation of the Bilingual Bicultural Guide in the Spanish bilingual classrooms.

Goal 3: Instruction Improvement

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

Data Conclusions related to Goal 3

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

Key Findings:

- Houghton Mifflin Summative tests support the district's pacing guide and guide teacher's instruction. Vocabulary is a focused need for student improvement.
- Quarterly Benchmark assessments are administered to students working with the Literacy and 1st graders are tested on acquisition of high frequency words.
- Quarterly writing prompts are reviewed for growth in several writing genres.
- **THIRD QUARTER SUMMATIVE DATA TO BE ADDED MAY 1**
- **Reading Specialist benchmark data to be added May 1**

Key Objectives for Goal 3

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 3 for the school.]

Objective 1: 30% of 5th grade students will show improvement in CST science scores as compared with base line year-spring 2006 (30% Proficient.)

Objective 2: 40% of students will show improvement in writing as measured on their 4th quarter writing prompt scored using a Houghton Mifflin rubric. English Learners will show growth in writing as shown on their documented writing pieces in their LALAR folders.

Key Strategies for Goal 3

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

Key Strategy 1: a) School-wide implementation of Visual Thinking Strategies (Year 3) improves students' observation, thinking, and discussion skills which carries over into all areas of the curriculum b) School-wide science partnerships with the district and CBOs improve the delivery of science instruction at all grade levels.

Key Strategy 2: The school-wide writing program will be improved with the use of new instructional materials and strategies using Step-Up to Writing and 4 Square Writing. These strategies will also strengthen the writing of English learners.

Goal 4: School Climate

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

Data Conclusions for Goal 4

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

Key Findings: Per the self-Assessment Tool:

- School rules and expectations need to be posted-cafeteria, yard, classrooms
- Emergency Response Organizational Chart needs additional review and drill
- Students will benefit from a youth conflict resolution program
- Health Education Professional Development for Parents is needed
- Parents need additional information on Community Based Organizations
- Office needs additional support to improve student attendance
- Support of diversity through routine cultural events is needed
- Parents are concerned about the safety on the playground after lunch.
- Daily attendance, 95%, (18 absences per day) can be improved, especially Kindergarteners.
- Daily average number of tardies, 23, needs to be reduced.
- There are an average of 20 ice-pack customers and 5 fights per week sent from the yard to the office during lunch recess.

Key Objectives for Goal 4

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

Objective 1: Student behavior on the playground during lunch recess will improve as measured by the reduction in time for office staff, teachers, and principal spend resolving conflicts and the reduction of students' need for ice-packs. Reduce number of fights/arguments per week from 5 to 2 (60% reduction) by November, 2007. Reduce the number of students going to the office for ice-packs during lunch from 20 to 12 per week (40% reduction) by February 1, 2008.

Objective 2: Reduce the number of average daily absences from 18 to 15 (17%) by March 28, 2008. As measured in progress report quarters, the third quarter absences would go from 810 total absences to 675 absences. 18 students x 45 days = 810 absences per quarter.

Key Strategies for Goal 4

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

Key Strategy 1: Improve the safety and quality of play during lunch recess by contracting with Sports 4Kids to organize games and teach conflict resolution skills. This leadership will improve the noon supervisors' and parent volunteers' skills.

Key Strategy 2: Having two Community liaisons will allow closer monitoring of students with chronic tardy and attendance issues. Telephone calls and prompter response to notifications will support the ten target families.

Goal 5: Parent and Community Involvement

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

Data Conclusions related to Goal 5

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

Key Findings:

- Parents express a need for after-school tutoring and homework help.
- Parents participate in child-centered events such as Parent-Teacher conferences, field trips, the PTA Pot Luck, and the Halloween Carnival. Participation in school-need volunteerism is very limited.
- Parent leadership in PTA and School Site Council needs broadening and additional support.

Key Objectives for Goal 5

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

Objective 1: Increase the involvement of the Latino parents by hiring an additional Spanish speaking Community Liaison to improve written and oral communication to a third of the school population. This will be measured by increased attendance at Parent Teacher conferences and PTA and School Site Council meetings.

Objective 2: Provide three professional development opportunities for parents with translation based on a Parent Survey identifying subjects of interest.

Key Strategies for Goal 5

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

Key Strategy 1: Community Liaison will increase parents' access to information through telephone calls and increased number of translated memos. Support at recess and lunch will help students, and organizing events for Latino parents will support the PTA's leadership.

Key Strategy 2: Using the resources of the faculty, PTA, School Site Council, and SST, make a list of professional development resources from which parents choose. Schedule workshops for parents and provide translation.

ACTION PLAN

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

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: The Literacy Specialist will work with targeted students who scored 325-349 on ELA tests.</p> <ul style="list-style-type: none"> • Literacy Specialist will provide leadership in supporting small group instruction in classrooms. • Literacy specialist will provide professional development in the use & management of leveled readers. • Literacy specialist will plan & deliver small group instruction both in and out of classrooms. 	9-07 – 6-08	Lit spec. .8	\$62, 162	WSF	
<p>Key Strategy 2: All teachers will plan and implement small group instruction during language arts to provide appropriate instruction based on the multiple reading levels of students.</p> <ul style="list-style-type: none"> • Through reading aloud, shared and guided reading, all teachers will use research –based intensified reading and progressive vocabulary development strategies to promote and accelerate students’ vocabulary knowledge. They also apply strategies that facilitate reading comprehension across the curriculum. • EXCEL funded after-school program provides a literacy intervention program for targeted 3rd & 4th graders. • Teachers will continue to go to AB466 training to deepen knowledge of Houghton Mifflin language arts strategies. 	10-07 – 6-08	20 teachers 1 Principal 1 Sec. V II 1 .6 TSA	\$1,554,040 124,899 59,289 46,621	WSF WSF WSF Title 1	

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

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

<p>Key Strategy 3: Selected teachers will provide math tutoring after school to African American and Latino 3rd, 4th and 5th graders who scored at the Basic level in spring, 2007. (Following the Accelerate 300 model.)</p> <ul style="list-style-type: none"> • Teachers will use released test items to review math strands • Teachers will use Everyday Mathematics games to reinforce skills. 					
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Monitoring and Assessment for Goal 1

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*
 2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
 3. *What data will be collected to measure progress?*
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1. The Principal and Literacy Specialist and teachers will monitor small group instruction and professional development.
2. Reading intervention strategies will be evaluated through observation and discussion at grade level meetings.
3. Quarterly benchmark assessments administered by the Literacy Specialist and Summative tests administered by teachers will be collected by Principal and teachers.

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 ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: To improve the overall proficiency skills of EL students, teachers will provide small group instruction to their Beginning, Early Intermediate and Intermediate students using On Our Way to English along with other appropriate materials.</p> <ul style="list-style-type: none"> • English learners will receive ELD instruction based on CELDT levels 1,2, or 3. Groups will be developed within a classroom, a grade level or grade clusters. On Our Way to English as well as Houghton Mifflin & writing resources will be used for instruction. • Teachers will use SDAIE methodologies to scaffold learning when teaching the core curriculum. • Non-classroom teachers and community liaisons will support small group ELD instruction in impacted classrooms (Spanish bilingual classes and the 5th grade.) 	10-07 – 6-08	Spanish speaking community liaison	\$25,827	73940 TIIG	
<p>Key Strategy 2: Professional Development will be provided to support teachers' implementation of ELD instruction and implementation of the Bilingual Bicultural Guide in the Spanish bilingual classrooms.</p> <ul style="list-style-type: none"> • Teachers will be trained in SDAIE strategies by a multilingual content specialist. • Additional training on use of the BBC will be provided to K, 1, and 2 Spanish bilingual teachers. • Principal and teachers will provide a parent education night on content standards, CELDT and LALAR form, and how to monitor child's progress. • Bilingual Literacy Specialist will provide in classroom support for delivery of ELD instruction as well as work with 3rd and 4th grade Intermediate students, focusing on vocabulary development, 	August, 2007	Professional Development: Substitute Days Consultants	\$ 5,000 3,000	30100 Title I Title I	Multilingual Programs Teaching & Learning

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

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

comprehension skills, and fluency to help them move to Early Advance level.					

Monitoring and Assessment for Goal 2

Questions to cover:

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

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1. Teachers’ review of CELDT scores helps them form leveled groups for instruction. Observation of small group instruction and review of LALAR forms with students’ writing samples by Principal.
 2. Use of On Our Way to English unit assessments will inform teachers periodically of students’ progress.
 3. On Our Way to English assessments, writing samples, and a comparison of 2 years of CELDT scores will inform teachers and Principal of student progress.

Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Improve the delivery of science instruction through community partnerships such as WISE science, UCSF Quattro Program, SF Nature Education.</p> <ul style="list-style-type: none"> • 4th and 5th grade classes plan lessons with the support of the science content specialist. • UCSF partnership provides teachers with professional development and hands-on science lessons in several grades. • As part of an expanding Arts Program, teach new staff members VTS strategies. Additionally all teachers will lengthen the weeks of residences. Students will perform for parents as a culminating event. 	<p>a)9-07 –6-08 b)1-08 – 6-08</p>	<p>Arts Program Instructional materials materials materials materials field trips field trips</p>	<p>\$16,516 6,088 7,825 5,000 2,161 1,000 2,500 2,500</p>	<p>Arts, Music Prop H Arts WSF Title 1 EIA LEP Lib Math WSF Title 1</p>	<p>Purchasing Transportation Dept.</p>
<p>Key Strategy 2: The school-wide writing program will be improved with the use of new instructional materials and strategies using Step-Up to Writing and 4 Square Writing. These strategies will also strengthen the writing of English learners.</p> <ul style="list-style-type: none"> • Professional Development in use of Step-Up to Writing & 4 Square Writing • Release time to review student writing within grade levels • Grade level meetings scheduled to plan writing prompts for each quarter. 		“			

Monitoring and Assessment for Goal 3

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

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

Questions to cover:

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

1. The teachers and principal will monitor the schedule of lessons and reflect on effectiveness of lessons. Feedback from WISE content specialist and community partners will be informative.
2. Student writing samples will provide evidence of progress. 5th grade CST Science scores and science formative assessments will reflect progress toward objectives.
3. Student writing samples, summary of class rubric scores, classroom science assessment scores will be collected.

<ul style="list-style-type: none"> • Increase use of SIS reports to trigger data for Truancy letters. • Motivate and reward improved attendance with positive recognition strategies. • Learning Support Consultant will support a key strategies. 					
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Monitoring and Assessment for Goal 4

Questions to cover:

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

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1. The Principal will monitor the Sports 4 Kids program and the community liaisons
 2. Principal, teachers and parents will observe the climate on the yard at recess and observe the benefits of access to the services of 2 community liaisons.
 3. Attendance records, parent teacher conferences schedules, sign-in sheets from meetings.

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Community Liaison will increase parents' access to information through telephone calls and increased number of translated memos. Support at recess and lunch will help students, and organizing events for Latino parents will support the PTA's leadership.</p> <ul style="list-style-type: none"> • Community liaison will call parents to personally invite them to volunteer at school events. • Schedule listening sessions to get their input on workshops they would like to attend. • Sports 4 kids will provide a presentation for parents and solicit parent volunteers. • Community Liaisons translate Principal's Parent Memo into Spanish and Chinese bi-weekly.. 	<p>9-06 – 6-08</p> <p>as needed</p> <p>October, 2007</p> <p>September 2007</p> <p>8-07 – 6-08</p>	-			
<p>Key Strategy 2: Using the resources of the faculty, PTA, School Site Council, and SST, make a list of professional development resources from which parents choose. Schedule workshops for parents and provide translation.</p> <ul style="list-style-type: none"> • Post dates of Parent events on the bulletin board. • Build on the successful Parent Workshops from previous year. • Increase number of school members attending the school site summit on January. • Provide funding to support parent involvement activities. <p>• Recruit parents via parents and provide training for PTA officers, and School Site Council members to be effective parent leaders.</p>	<p>9-06 – 6-08</p> <p>as needed</p> <p>January, 2008</p> <p>9-07 – 5-08 Sept., Jan.</p>	<p>Conferences, Materials, speakers</p> <p>“</p>	\$960	Title 1	
		“	“	“	

⁹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

Monitoring and Assessment for Goal 5

Questions to cover:

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

1. Principal will schedule and attend meetings and events.
2. By observation of attendance at events and increase number of events.
3. Sign in sheets, meetings, volunteer book.

School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
		X					

Numbers of members of each category		1					

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

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

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

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Numbers of members of each category								

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

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

School Advisory Committee (SAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Numbers of members of each category							

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

Recommendations and Assurances

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

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

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

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

Attested:

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

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