

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Herbert Hoover

Middle School

----- 3868478 -----

CDS Code

March 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. <u>Instructional Program</u> 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. <u>Instructional Time</u> 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. <u>Principals’ Instructional Leadership</u> 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. <u>Teachers’ Professional Development Opportunities</u> 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> <p>– “3 – Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being <u>used in a timely manner to determine student progress and modify instruction</u> – “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>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>6. Ongoing Instructional Assistance and Support for Teachers To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <p>– “3 – Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials – “2 – Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers – “1 – Partially” that the school provides <u>limited</u> instruction assistance to support teachers – “0 – Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers</p>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <p>– “3 – Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math – “2 – Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level – “1 – Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level – “0 – Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</p>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <p>– “3 – Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school – “2 – Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels – “1 – Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels – “0 – Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</p>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <p>– “3 – Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan – “2 – Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan – “1 – Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan – “0 – Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan</p>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

Academic Achievement: Hoover MS's objective stated: Based on 2006 CST Math, reduce the number of AA students scoring below and far below basic from 60% (48 out of 80) to 20% (16 out of 80). Reduce the number of L students scoring below basic and far below basic in Language Arts from 23% (41) out of 177) to 8% (14 out of 177). This constitutes a 40% reduction for both groups. Based on 2006 CST Math, increase the number of AA students scoring at or above proficient from 15% (12 out of 80) to 20% (16 out of 80). Increase the number of L students scoring at or above proficient on CST Language Arts from 44% (78 out of 177) to 60% (106 out of 177). This constitutes approximately a 40% improvement for both groups.

In addressing Goal 1 Academic Achievement, Hoover teachers have begun to utilize data as a guide to instruction (identifying focus students, MSTLI, diagnostic and benchmark assessments, in-class assessments), aligned curriculum with state standards, and worked in informal common planning with self selected peers. Teachers and counselors worked closely to support focus students with lunchtime tutorial, counselor check-in, and parent contacts.

The challenges faced for collaboration were lack of structure for common planning in addition to lack of school-wide focus. Fewer teachers participated in the MSTLI this year compared to last year, with social studies dropping out completely. All four teacher leaders who have continued with MSTLI, are utilizing benchmark assessments to inform teaching. In process of formation is a new teacher leadership team within and across curricular areas that will formulate more structure for teacher collaborations and plan for effective school-wide strategies to support focus student groups.

Another challenge was financial. Consent Decree funded staffing for reading intervention classes for underachieving students. The budget covered four class periods dedicated to reading and math intervention classes. An increasing number of teachers are holding lunchtime tutoring in their classrooms to support all students with greater efforts to support our focus students. With Hoover's limited funding, WSF funds covered the regular allocation of staff.

Current-Year Objective 2:

School Climate: The objective for Goal 4 is for the school to reduce suspension rates by 10%.

With a large school population and no additional staff, building a positive atmosphere for all students and staff continues to be a challenge. However, several Hoover staff members have formed groups to address school climate. Guiding one effort is the School Climate Committee, which in collaboration with the counseling department, has worked to set a positive atmosphere in the school. They have organized the Wednesday's Advisory Homeroom with lessons on topics such as emergency procedures, safety topics, anti-bullying, self-esteem, and peer pressure. Counseling department has also brought in the SFPD's GREAT program for all 6th graders with plans to keep this program every year for our incoming classes. A group of special education teachers has received grant funding for behavior modification and incentive reward systems to support their students.

Current-Year Objective 3:

Parent and Community Involvement: Our objective was to increase parent and community involvement at the school level by 70%. Support families whose primary language is other than English with translations on 50% of school communication/ announcements.

In an effort to reach more families, Hoover MS has letters and forms translated into Chinese and Spanish. This includes many of the counseling department's regularly used forms (i.e. weekly progress reports, notifications of attendance). A survey of home languages was taken in early fall to ascertain the number of translated documents needed for homeroom distributions (i.e. bi-weekly newsletter, parent teacher conference request forms, and other pieces of disseminated information)

A challenge we have faced is relying on students to bring notices home to families. PTA made efforts to translate the parent newsletter and it evident that these notices are not getting home. Important events and notices will continue to be translated into Spanish and distributed with the added trilingual (English, Spanish, and Chinese) announcements reaching homes by district autodialer system. We are beginning to plan for additional parent contact via email, in three languages in hopes of increasing communication.

In planning for parent involvement in school events, it has been noted that more parents participate when students are presenting or performing. Thus, events such as music concerts, creative arts (fine arts, sewing, cooking, computer arts), and science fair have been well attended. More such event will be planned for the spring semester (i.e. talent show, Hoover Beautification day, spring fair).

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?

Key Findings:

API School Report shows that although the school met its school-wide growth targets, an achievement gap for sub groups exists: AA students in math and ELL in both ELA and Math. In addition, L students did not meet statewide API target. There was a decrease by 10% of AA scoring in FBB and BB, however L increased by 5% in FBB and BB.

Across five years, ELA displayed a general rise of students scoring Proficient and Above (50%, 57%, 60%, 68%, 66%), however a 2% drop occurred this last year. Students at ELA Basic level appear static. In Math, the percentages of students scoring Proficient and Above over five years (40%, 52%, 55%, 60%, 60%) appears to be flattening out. Grade 7 is the highest of all three grades making steady growth, but Grade 8 has dropped. AA and L students appear to be slowly rising. EL trend is erratic from year to year, but student groups show slight gains from year to year.

Across five years, Math scores appear to be flattening out. Grade 6 shows a general upward trend, Grade 7 is the highest of grade levels with upward trend, and Grade 8 is the lowest displaying upward trend over the last three years. AA showing steady growth over three years, L took a dip last year after steady growth. EL pattern is erratic. From the data below, our focus students are AA and EL (*)

Proficiency and Above

General School	Gr 6	Gr 7	Gr 8
ELA	61 %	73 %	64 %
Math	58 %	69 %	43 % (81% Algebra)

AA students	Gr 6	Gr 7	Gr 8
ELA	48 %	17 % *	23 % *
Math	24 % *	23% *	17 % *

L students	Gr 6	Gr 7	Gr 8
ELA	39 %	43 %	42 %
Math	25 % *	37 %	29 % *

EL students	Gr 6	Gr 7	Gr 8
ELA	3 % *	12 % *	3 % *
Math	15 % *	19 % *	28 % *

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:

Students will reach API targets. Using generational data from three years of CST scores, we will see an upward trend with increase of the number of students performing at Below Basic to Basic by 25% and from Basic to Proficient by 20%.

Objective 2:

For 2007 CST scores, we will increase the number of AA and EL student scoring Below Basic to Basic by 20% and from Basic to Proficient by 20%.

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:

Increase use of available data and resources to inform instruction addressing specific learning needs of our focus students in ELA and Math.

Key Strategy 2:

Utilize master schedule to address specific learning needs of all student populations.

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:

In addition to general education classes, Hoover MS offers EL, SpEd (Inclusion, RSP, LD and ED), Spanish Immersion, Chinese Immersion, Japanese Language, and GATE. Thirty (30) EL students were designated this year. 31.88% made gains and 45.65% remained the same. This year there are 554 GATE identified students participating in honors classes. Forty-on (41) students are newly identified GATE. There appears to be a steady growth of Latino students in honors classes.

Compared to the general school population, AA students and EL students fall into a gap in achievement and growth patterns. (See data above) Seven reading intervention classes serve focus students in grades 6, 7, and 8.

Key Objectives for Goal 2

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

Objective 1:

All EL students will move up one level on CELDT, 40% of which receive a score of 4 or 5.

Objective 2:

Give all students access to high quality core curriculum by assisting lower performing students to reach equitable performance levels resulting in less than 5% of AA/L students will receive final "F" grades in core classes.

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:

Support EL class teachers with structured collaboration activities to define and refine delivery of instruction for EL students.

Key Strategy 2:

Implement a structure of support systems to improve performance and achievement of all students with specific attention to focus students.

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:

Student performance in ELA as indicated on CST Change patterns show a need to improve instruction in language arts in all grades to support focus students and all student as Basic level. (see data findings above).

Response on school-wide survey indicates teachers recognize need for quality common planning within grade levels, across curricular departments and in interdisciplinary teams. Responses also indicated that ELA and Math teachers need more that district provided data as instructional tool.

Only three departments, ELA, Math, and PE, are represented by MSTLI lead teachers. Several ELA teacher and one SpEd teacher has participated in meetings. Social Studies and Science participated last year, but do not have leaders for this year

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:

Teacher leadership teams will facilitate use of existing resources and data to inform instruction on a monthly basis.

Objective 2:

Faculty will utilize common planning time to share best practices among teachers at least two hours a month.

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:

Develop teacher leaders in each department with aim of fostering collaboration and reflective use of data to improve instruction.

Key Strategy 2:

Implement systemic teacher collaboration within and across curricular departments.

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:

Suspensions have increased over previous year. 83 suspensions with repeat offenders. Of these, 50% of suspensions were 6th graders

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:

Decrease the number of suspendable offenses by 10%.

Objective 2:

Increase attendance rates by 10%

Objective 3:

Create a learning environment that is clean and organized to increase safety for all students, staff and visitors.

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:

Build school climate/culture/values/language to reflect positive attributes in the Hoover community.

Key Strategy 2:

Staff and students will participate in maintaining school site facility to promote student and staff safety, learning and moral building.

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:

There has been low to zero attendance for specific parent groups (AA and L) at PTA meetings/parent conferences and school wide events. Attempts to bridge language gap have not resulted in increased parent participation.

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 parent/community involvement at the school level by 70%.

Objective 2:

Support families whose primary language is other than language with translations on 100% of vital school communications/announcements via electronic and hardcopy mailings/web sites.

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:

Provide home/school communication in English, Spanish, and Chinese in a variety of forms.

Key Strategy 2:

Engage more parents for participation in school committees, activities, and school events.

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	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Increase use of available data and resources to inform instruction addressing specific learning needs of our focus students in Math and ELA</p> <ul style="list-style-type: none"> • Teachers and counselors, at the beginning of the school year, will review API/AYP reports and disaggregated data in conjunction with Cruncher to identify students scoring FBB, BB and Basic to determine areas of student need. OARS data reports, benchmark assessments, diagnostic tools, and classroom assessments will be used to identify appropriate remediation and to develop classroom instructional strategies. • <u>APD will provide a whole staff workshop on the use of benchmark assessments.</u> • Incorporate MSTLI principles (ex: targeted support/intervention strategies) into department meetings as a means to promote a dynamic teacher culture. • <u>CST, CELDT, LALAR, and other assessment results will be used to inform appropriate instruction, which includes SDAIE</u> 	Aug. 2007- June 2008	\$4,234,924	WSF	Research and Assessment
				Teaching and learning

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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.

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<p>strategies and native language instruction when possible.</p> <ul style="list-style-type: none"> • Students performing Below and Far Below Basic in ELA will be assess through High Point Diagnostic for placement into intervention programs and redesignation (Pre and Post) • CELDT, LALAR and other assessments results will guide appropriate instruction, which includes SDAIE strategies and native language instruction when possible. • Administration will conduct meetings with grade level teachers after each quarter to review the list of D/F students and to determine specific interventions for targeted students in each grade level including a review of attendance behavioral referrals and parent contacts (logs). • SpEd teachers will utilize the IEP Master Calendar to schedule all IEPs to ensure compliance with timelines 	<p>Aug/Sept 2007</p>	<p>\$65,623</p>	<p>Targeted Inst Imprv Block</p>	
<p>Key Strategy 2: Provide master schedule to address specific learning needs of all student populations.</p> <ul style="list-style-type: none"> • Master schedule refinement and student programming will address FBB and BB intervention placement and balance for class size • Master schedule will be created to provide teacher teams common planning times and coordinated schedules to allow for team collaboration within curricular departments and interdisciplinary teams. • Schedule SpEd subjects to enhance opportunities for teacher team collaboration. 	<p>August 2007</p>			

Monitoring and Assessment for Goal 1

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*
 - *Faculty and curricular department meeting agenda and sign-in sheet*
 - *Administrators will review Common Planning reports for evidence of data analysis*
 - *Results of benchmark assessment data will be reviewed by curricular departments and common planning teams to measure student growth, in particular focus students*
 - *CST data, benchmark assessment data, report card grades.*

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	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Implement school-wide support programs before, during, and after school for all focus students.</p> <ul style="list-style-type: none"> • Re-tool reading intervention program to front-load for LA classes and assess to monitor student progress toward success in LA classwork. • Seek opportunities for tutoring before school, lunch time or after school through teacher volunteers, peer tutors, high school tutors, or other organizations. • Expand enrichment activities (SOTA Creative Writing Program, fieldtrips, Wellness Activities, artists performances artists in residence) in support of all students, in particular our focus students and to improve attendance. • Provide Electives for students in intervention classes. • Teachers participate in professional development activities through district offerings or conferences as announced. 	Aug. 2007- June 2008	\$62,162 \$3,000 \$3,000	VAPA grant Targeted Inst WSF EIA LEP	Prop H funding Teaching and Learning
<p>Key Strategy 2: Implement a structure of support systems to improve performance and achievement of all students with specific attention to focus students.</p>				

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

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

<ul style="list-style-type: none"> • School to provide at least 3 opportunities each semester for underrepresented parents to receive improved access to school expectations, culture, and curriculum. • Teachers will notify parents of at-risk students by phone, mail, email (when available), or in writing. Grade Level Counselors will communicate with parents related to focus students' progress after each grading period. • IEPs will be written and aligned to state core content standards and reflect students' present levels of performance following the IEP Master Calendar to ensure compliance with timelines. 	<p>Aug. 2007- June 2008</p>			
<ul style="list-style-type: none"> • <u>SDC students are assigned to one instructor in the core curricular areas and mainstreamed into physical education and elective classes. Inclusion students are completely mainstreamed into the core curriculum, physical education and electives for a total of 6 hours daily.</u> • <u>*** we need to add specific SpEd goal - benchmarks, MSI, grade level planning.</u> • <u>SpEd staff will participate in MSTLI workshops and activities.</u> • The SAP team will meet weekly to assess students who have been referred as potentially at-risk, review student program placement, make recommendations for program changes or support, and monitor student progress against access to the core curriculum • Based on assessments, all GATE students will receive appropriate access to the core curriculum and extensions beyond, in depth, complex, novel and accelerated assignments that differentiate instruction throughout the day. • All EL students will participate daily in district-adopted English EL program. In content classes, students will receive instruction using sheltered English strategies and materials in their home language. Additional supplementary materials will be purchased to support the related content areas of the core curriculum. • Teachers of EL students will meet individually with parents, students, counselors, and general education teachers to provide for appropriate program placement and support. 		<p>\$65,623 \$ 7,529</p>	<p>EIA-LEP EIA-LEP</p>	

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<ul style="list-style-type: none"> Students will be recruited to join school clubs and other extracurricular activities; with a special focus on self-esteem and study skills via support groups 				
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Deleted: <#>SDC students are assigned to one instructor in the core curricular areas and mainstreamed into physical education and elective classes. Inclusion students are completely mainstreamed into the core curriculum, physical education and electives for a total of 6 hours daily.¶

Monitoring and Assessment for Goal 2

Questions to cover:

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

Common planning reports, student participation lists for enrichment activities, calendar of events, planning committee minutes, teachers' and counselors' parent contact logs, weekly progress reports, report card grades.

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	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Develop teacher leaders in each department with aim of fostering collaboration and reflective use of data to improve instruction.</p> <ul style="list-style-type: none"> • <u>Administration will invite teachers to form a Teacher Leadership Team to work with APD staff to assist in use of benchmark assessments as additional tool for informing instruction with specific efforts to support focus students.</u> • <u>Teachers Leadership Team will work with administration to develop a year –long professional development plan to support curricular departments and whoe school professional development needs.</u> • <u>Teacher Leadership Team and administration will design activities for Common Planning and Department Planning related to curriculum instruction and assessment.</u> • Teachers and counselors will participate in professional development such as DataWorks and MSTLI with aim of refining delivery of instruction to support students with particular efforts to support focus students in reaching ELA and Math state standards. • <u>Teacher volunteers will participate in QTEL summer workshop and work with teacher leaders and administration to identify several strategies for school wide implementation.</u> 	<p>Aug. 2007- June 2008</p>			<p>Teaching and Learning</p>
<p>Key Strategy 2: Implement systemic teacher collaboration within and across</p>				

Deleted: Formation of curricular leadership teams to plan and guide activities using data to inform instruction with specific efforts to support focus students

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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.

<p>curricular departments.</p> <ul style="list-style-type: none"> • Master schedule will be arranged to provide greater opportunity for interdisciplinary or subject/grade level teams to share common prep times. • All students will use state adopted textbooks addressing state curricular standards in addition to supplementary materials to support learning. • Establish focused monthly themes for common planning and informal observations. • Teachers will participate in workshops and other professional development activities to learn new techniques/skills in using data, benchmark assessments, and teaching strategies to support instruction of all students (MSTLI, DataWorks). • Peer collaboration among teachers of EL, SpEd and GATE students focuses on best practices and differentiated instruction/curriculum to support and challenge students. • Administrators will arrange for coverage to allow teachers to participate in peer observations in support of collegial collaboration (inter- and intra- departmental). 	<p>Aug. 2007- June 2008</p>	<p>\$45,617</p>	<p>WSF, EIS/LEP, Sch& Lib Imprv. Block, Discretionary Block Grant, Instr & Lib Mtls</p>	
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Monitoring and Assessment for Goal 3

Questions to cover:

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

Team rosters, common planning reports, meeting agenda and sign in sheets, master schedule, benchmark assessment data

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Build school climate/culture/values/language to reflect positive attributes in the Hoover community.</p> <ul style="list-style-type: none"> • All faculty and staff will implement school-wide positive behavior model as established by the school’s Climate Committee. • Fine tune Wednesday Advisory lessons to address attribute building in addition to school safety and appropriate behavior. • Continue SFPD’s GREAT program for sixth graders, “Anti-Bullying Campaign” coordinated by Healthy School Team and Wellness Club, “Becoming an Ally,” and “Respect for All,” Wall of Fame activities throughout the year • Counseling Department will establish a Student Court to encourage peer mediation. • Counseling Department will work with community agencies to provide support services for at-risk students throughout the year. • Counseling Department will monitor attendance of potential dropouts on a weekly basis. Parents will conference with staff to develop action plans. • School site staff will implement individual student behavior plans. SPED students whose behavior impacts their learning will have behavior support plans developed by their SPED teachers and implemented by all staff. 	<p>Aug. 2007- June 2008</p>			

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

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

<p>Key Strategy 2: Staff and students will participate in maintaining school site facility to promote student and staff safety, learning and moral <u>building</u>.</p> <ul style="list-style-type: none"> • All faculty and staff will participate in professional development in emergency procedures, conflict resolution, supervision assignment, behavioral policies ad violence prevention. • Members of the Emergency Response Team and the Crisis Response Team will receive orientation on specific roles and responsibilities and will refine and continue protocol for staff communication system during emergency situations. • Counselors will provide parents with lists of available on-site and off-site resources. Counselors will conduct weekly group counseling sessions for students who have on-going discipline problems. School will provide educational opportunities for parents on health and safety issues. • SAP Coordinator will conduct a monthly review of SST/SAP logs for use of support services. 	<p>Aug. 2007- June 2008</p>			<p>District Emergency Response</p>
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Monitoring and Assessment for Goal 4

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above? Attendance records, SST/SAP log, summaries of referrals and suspensions, meeting agenda, sign-in sheets, forms, parent contact logs, opinion surveys from staff, parents, and students.*

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	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Provide home/school communication in English, Spanish, and Chinese in a variety of forms.</p> <ul style="list-style-type: none"> • Create multiple means to communicate important information from school and PTA to parents in English, Chinese, and Spanish via translated print notices, Auto-Dialer messages, and email messages, sixth grade homeroom parents. • Create a roster of staff and students to use as resources in translations at meetings and school events. • Create a required parent signature packet to be completed on a weekly basis. • The school, with the input from parents, will draft a home-school compact which outlines how parents, staff and students will share the responsibility for improved student achievement with emphasis on students who have not met the State’s proficient and advanced levels of academic achievement in reading and mathematics. • Hoover Assignment Planner will be utilized as a tool to check student progress, answer parent questions and comments. 	Aug. 2007- June 2008	\$3,000 \$\$	Sch & Lib Imprv Block \$\$	District Translations Department
<p>Key Strategy 2: Engage more parents for participation in school committees, activities, and school events.</p> <ul style="list-style-type: none"> • The school, in collaboration with PTA, will schedule parent education sessions on topics of study skills, health, and curricular activity nights. • Plan activity nights to provide full opportunities for 	Aug. 2007- June 2008			District Translations Department

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.

participation of parents and students (i.e. curricular activity nights, physical activity night, creative arts night, student performances)				
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All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities.

Monitoring and Assessment for Goal 5

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*
 - *Parent sign-in sheets and teachers' and counselors' contact logs will be totaled and compared to previous year.*
 - *Survey parents and staff for feedback on parent activities and for suggestions for improvement/interest.*
 - *Calendar and announcements of events, program handouts*
-

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
Judy K. Dong		X					
Timothy Reidy				X			
John Kim			X				
Pui Quan Cheng			X				Nov 06
Leonard Raznick			X				Nov 06
			X				
Stephanie Atwood					X		Nov 05
Sandra Granich					X		Nov 05
Linda Hornbostle					X		Nov 06
Michael Sera						X	June 06
Cheryl Chan						X	June 06
Sheryl Quock						X	June 06
Numbers of members of each category		1	4	1	3	3	

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

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

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

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
James Wong					X			10/06
Xiu Huan Yu					X			10/06
Li Yong Li					X			10/06
Parkeenvincha Wenpan					X			10/06
Christina Yan			X					10/06
Marilyn Garcia			X					10/06
Benjamin Chiu			X					10/06
Gracie Ma				X				10/06
Numbers of members of each category			3	1	4			

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

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

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
							11/2004
							11/2004
							11/2006
							11/2006
							11/2004
							11/2004
							11/2006
							11/2006
							5/2006
							5/2006
							5/2006
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: February 6, 2007
 - B. One meeting to present plan upon its completion.
DATE: March 6, 2007
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:

___Judy K. Dong_____	_____	_____
Typed name of school principal	Signature of school principal	Date

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