

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

**Academic Plan**  
for  
**Student Achievement**

**Hillcrest Elementary School**

School

38 68478 6041156

CDS Code

March 16, 2007

Date of this plan

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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

## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

The California State Standards are used for planning and guiding instruction at Hillcrest Elementary School. All teachers have been participating in staff development linking the standards with their instruction of the Core Curriculum, with a focus on Language Arts (Houghton Mifflin) and Mathematics (Harcourt-Brace). Teachers are fully implementing the Houghton Mifflin Reading and Language Arts Program which is aligned to the State standards. Lesson plans reflect daily instruction in the standards. School-wide implementation of the Houghton Mifflin LA program is used to ensure an articulated curriculum across grade levels. Teachers are supported with Professional Development, weekly Teacher Collaborative Meetings (TCM) and a Reading Coach through the Reading First grant. Staff utilizes the district-adopted materials to give access to the curriculum to all students.

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

When selecting supplemental literacy or mathematics materials, an emphasis is placed on the alignment with California content standards. All classrooms have math and literacy materials that are standards based and provided by the district and the state. Hillcrest has purchased and fully implemented adopted instructional materials and standard-based supplemental materials for all students including materials to challenge GATE students. All teachers use materials from the HM Challenge, English Language Learner, and Extra Support Handbooks to meet the needs of all students, including Latino, Special Education, English learners (ELs), Socioeconomically Disadvantaged students (SES). Additional multiple copies of books have been purchased to support our reform efforts at implementing Universal Access in all classrooms. All teachers have and use the adopted English Language Development curriculum, On Our Way to English, daily.

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

Hillcrest offers opportunities for professional development both on and off site. As a Reading First School, the staff has been provided with extensive and on-going professional development in the implementation of Houghton-Mifflin. Professional development opportunities on site take place at the beginning of the school year, at faculty meetings and at weekly teacher collaborative meetings throughout the year. Teacher collaborative, grade level and faculty meetings are used to align standards, assessments and best practices to professional development in order to meet the needs of our targeted students (Latino, Special Education, SES, ELs). Based on student need as found in the SCOE testing, writing has been the focus. Teachers have participated in Bay Area Writing Project. Continued support with the Harcourt Brace Math program is offered by our math leaders. A math intervention program using Everyday Math is being implemented in the 4<sup>th</sup> and 5<sup>th</sup> Grades. Our 4<sup>th</sup> and 5<sup>th</sup> grade teachers have participated in science professional development provided by the WISE.

4. Services provided by the regular program to enable under-performing students to meet standards:

Hillcrest Elementary is participating in the Reading First Grant and uses the SCOE assessments to plan instruction. The Houghton-Mifflin Language Arts Program is designed for students who are

underperforming by using direct and explicit instruction. We have a Student Success Team (SST) in place to assess and identify at risk students. The Coordinated Services Team (CST) which consists of the Principal, IRF, Resource Teacher, Learning Support Consultant, Parent Liaison, Student Advisor, Nurse and Psychologist case manage at risk students. The Resource Specialist Program provides intervention for at-risk students. The Reading First Coach, Literacy Specialist and IRF provide coaching and instructional assistance for the teachers.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Hillcrest uses categorical funds to have a class size reduction in the 5<sup>th</sup> grade, paraprofessionals in the classroom. The paraprofessionals support the classroom teacher during Universal Access time to deliver differentiated instruction to meet the needs of underperforming students. An afterschool certificated teacher is funded to provide additional interventions for the underperforming students. The clerk monitors attendance and tardies. The attendance rate is monitored closely to ensure that students come to school so that learning can occur. Supplemental materials in literacy and mathematics are purchased to enrich the curriculum. A Cantonese Parent Liaison is hired to assist the Cantonese speaking parents become more involved in their child's academic life by creating a link between home and school, providing workshops to inform parents in ways that can assist their child.

6. Use of state and local assessments to modify instruction and improve student achievement:

The Hillcrest Staff analyze State and District standardized testing in order to ensure that all students are receiving the appropriate instruction. These assessments include CST, CAT6, CELDT, SCOE, Houghton-Mifflin theme tests and Harcourt Brace unit assessments. The ongoing analysis of data allows for modification of instruction to improve student achievement and created a well-planned, yet flexible instructional program.

7. Family, school, district and community resources available to assist these students:

The District has provided invaluable resources to support our efforts to assist under-performing students. A Parent Liaison was provided to improve our outreach to parents. We have the services of a Social Worker and a Nurse to support our SST process and the students and families needing extra support. The Student Advisor works closely with students so that behavior does not get in the way of learning. Very often these are the students who are under-achieving. Weekend Testing Preparation Homework packets were provided for 10 weeks. The Reading First grant and the Reading First Literacy Coach have provided our teachers invaluable professional development opportunities in their efforts to improve student achievement. The Faculty sponsors a Math and Literacy Night. Hillcrest also benefits from the Nutrition Education Project. The Site Nutrition Coordinator of the Nutrition Education Project works with teachers, students and families and has sponsored a Family Nutrition Night. With School Health Programs, Hillcrest provides an After School Program. Students in the After School Program are at Below Basic or Far Below Basic and are provided with remediation, homework assistance and music, art and physical education enrichment activities. The SCORES program runs 8 week programs in the Fall and Spring. It provides the students with team building through soccer and improved academics through writing. Hillcrest hosts the Community Based English Tutoring Program which provides English as a second language instruction to parents to assist their English skills to be able to assist their children with schoolwork.

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

More professional development in Reading and Language Arts is needed in order to fully implement the current program but limitations in time and funds prohibit this. With the help of our Parent Liaison, our Parent Group is growing. Increased parent involvement continues to be a need. The differing ability of parents to assist the students at home also contributes to low student academic performance. Additional funding is needed for the after-school program so that more focused assistance and enrichment can be provided for students, as well as service more students. Due to the economic challenges of living in an urban area such as San Francisco, many families (8%) are leaving to live in affordable areas. We also have children (7%) entering our school from other districts and private school throughout the year. This affects how well students perform on standardized tests. Hillcrest is made up of 40% English Language Learners. The language barrier presents a challenge in communicating effectively. We have on-site translators which assist in oral communication. However, getting written materials translated involves a turn around time of approximately 10 days. We are implementing a school wide coherent ELD program to address the needs of the English Language Learner.

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

Hillcrest has a number of students who have behaviors that have a negative impact on their learning as well as other students' learning. The school is developing a schoolwide discipline policy and two-thirds of the staff has participated in Classroom Management Systems. More professional development in differentiating instruction is needed in order to fully implement the current program. Teachers need to improve their use of Universal Access time in order to provide focused assistance to under-performing students. The adopted ELD curriculum needs to be aligned to Houghton-Mifflin. Parents need to be more involved in their children's education and provide additional support and enrichment at home.

# Insert SARC Highlights

## ACADEMIC PLAN EXECUTIVE SUMMARY

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**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 related to Goal 1:

For the past three out of four years, the number of students reaching proficiency in English language arts at Hillcrest has risen. Of all the 2<sup>nd</sup> through 5<sup>th</sup> grade students that participated in the April 2006 administration of the California Standards Test for English language arts (ELA), 27% demonstrated proficiency. Nevertheless, this proficiency rate is very much attributed to the contribution of 2<sup>nd</sup> and 4<sup>th</sup> grade students. Last year, 36% of 2<sup>nd</sup> grade students and 26% of 4<sup>th</sup> grade students reached proficiency. While the 3<sup>rd</sup> grade students made modest gains (8% proficiency as compared to 4% during the previous year), the 5<sup>th</sup> grade student proficiency rate dropped from 11% to a 6% proficiency rate.

As demonstrated by the April 2006 administration of the CST ELA, Hillcrest met its schoolwide AYP targets, yet not all subgroups truly met the percent proficient rate criteria. Asians met their AYP targets with 45% proficiency, Socioeconomically Disadvantaged students received 27% proficiency, English learners received 28% proficiency; however Latino students met their AYP targets (officially 19%) through “safe harbor” and Students with Disabilities met their AYP targets (officially 5%) with “adjusted growth targets.” African American students do not constitute a statistically significant subgroup at Hillcrest, yet the proficiency rate for this group actually decreased to 6% from 9% the previous year. In summary, Hillcrest met its AYP targets for the 2005-2006 academic year, and therefore remains a Program Improvement Year 3 school for one additional year, however, there is much ground to cover if the school is to truly meet the needs of all its subgroups and push them all to NCLB proficiency targets.

Hillcrest’s schoolwide mathematics proficiency rate rose 9% (to 41%) from the previous year, breaking away from a stagnating three year trend. Two of its targeted subgroups: Latinos and English learners also made their 2006 AYP targets for mathematics as demonstrated by results of the CST mathematics for the same year. For the fourth straight year, the proficiency rate of English learners has continued to climb with 44% of them meeting their targets in 2006. Latino students have continued a trend of consistent growth with 27% of them reaching proficiency. African American students also demonstrated significant proficiency gains on the 2006 CST mathematics reaching 12% proficiency; however, this lags far behind the AYP target of 27% proficiency.

In order to continuously monitor the academic growth of all students including African Americans, Latinos and English learners, Hillcrest also uses the OARS on-line tool to analyze formative Sacramento County Office of Education (SCOE) English language arts and Harcourt Brace mathematics assessments. Current data in English language arts continues to support a need to strengthen skills in vocabulary and reading comprehension.

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

### **Objective 1:**

The April 2007 administration of the CST English language arts will demonstrate a closing of the aforementioned gap as follows:

- The proficiency rate of the African American students, especially in the 3<sup>rd</sup> and 5<sup>th</sup> grades will increase from 6% to 24.4% bringing the total number of proficient and above African American students from 2 to 11.
- The proficiency rate of the Latino students, especially in the 3<sup>rd</sup> and 5<sup>th</sup> grades will increase from 18% to 24.4% bringing the total number of proficient and above Latino students from 18 to 24.

- The proficiency rate of English learner students, especially in the 3<sup>rd</sup> and 5<sup>th</sup> grades will increase from 28% to 33%, meeting the District average of 28%.

**Objective 2:**

The April 2007 administration of the CST mathematics will continue to see an elimination of the achievement gap for Latinos and English learners, and a narrowing of the achievement gap as follows:

- The proficiency rate of African American students, especially in the 3<sup>rd</sup> and 5<sup>th</sup> grades will increase from 12% to 26.5% bringing the total number of proficient and above African American students from 3 to 7.
- The proficiency rate of Latino students will increase 12% to 26.5% bringing the total number of proficient and above students from 25 to 30.
- The proficiency rate of English learner students will increase from 44% to 49% bringing the total number of proficient and above student from 63 to 70.

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

1. Implementation of the Rigby English Language Development curriculum that focuses on cohesive, flexible student groupings.
2. Implementation of Universal Access in language arts and math to differentiate instruction for all students including students with an identified achievement gap
3. Literacy Specialists and support staff will “push-in” to classrooms to provide responsive, targeted intervention.
4. Teachers will implement and monitor the district math intervention program in the 4<sup>th</sup> and 5<sup>th</sup> grades.

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**Goal 2: Academic Equity:** Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Data Conclusions related to Goal 2:

Hillcrest teachers continue to provide every student with the required number of instructional minutes as required for the core academic areas. Students have copies of every textbook and consumable workbooks. Teachers attend Reading First workshops during the summer and select 3<sup>rd</sup> through 5<sup>th</sup> grade teachers receive on-going training in mathematics and science.

Hillcrest is a speech and language cluster site, featuring five SLI SDC classes that are served by fully credentialed Mild/Moderate teachers. Students that qualify for speech and language services are served by three part time speech therapists. Hillcrest also features an early-exit Spanish bilingual program. Currently, students in these classes receive language arts instruction in Spanish until the middle of 2<sup>nd</sup> grade, at which time they transition to a more 50%/50% model of Spanish and English language instruction. By 3<sup>rd</sup> grade students in these classes receive instruction in English with some Spanish language support. Otherwise, over 40% of Hillcrest's students are English learners and receive daily English language development (ELD) instruction as required by the state of California. Hillcrest also features GATE clustering in 4<sup>th</sup> and 5<sup>th</sup> grades for all students including SpEd, African Americans, Latinos, English learners and SES.

As Program Improvement, Year 3 site, Hillcrest developed a professional development program based on the cycle of inquiry for teaching and learning. As a result, Hillcrest met its AYP targets on the April 2006 administration of the CST English language arts. However, looking at schoolwide trends, there was 50% positive change in moving students from Far Below Basic to Below Basic (19 students), a 37% positive change in moving students from Below Basic to Basic and Proficient (21 students), and a 28% positive change in moving students at Basic to Proficient and Advanced (28 students). On the negative side, 56% of students that scored in the Proficiency range last year dropped to Basic and Below Basic (17 students). Looking closer, students moving from grades 2 to 3 and from 4 to 5 accounted for the smallest amount of positive change in moving students from Basic to Proficient and above (5% and 4% respectively, or 2 students in total).

In mathematics, Hillcrest met its schoolwide AYP targets for the fourth straight year and continues to move its students towards district proficiency levels. 33% of students moved from Basic to Proficient or Advanced (16 students) and 21% of the students moved from Below Basic to Basic (13 students). Nevertheless, most of these gains were attributed to students at the 2<sup>nd</sup> and 3<sup>rd</sup> grade levels. After that, there is a three-year trend of stagnating or diminished growth for 4<sup>th</sup> and 5<sup>th</sup> grade students regardless of subgroups or math strands.

Due to assessment complications of the September 2006 administration of the CEDLT, Hillcrest cannot fully evaluate the academic progress of its EL students toward reaching AMAO targets for its EL students. An analysis of data from the September 2005 administration of the CELDT, however, demonstrated that English learners at Hillcrest were not making their annual growth objectives towards reaching and maintaining English language proficiency. 2005 results for AMAO #1 indicated that only 48.4% of English Learners were making progress towards English language proficiency. EL students at the intermediate and early advanced levels were making the least amounts of gains (27.4% and 40.0% respectively). AMAO #2 results showed that only 24.5% of English Learners were attaining English language proficiency. What these scores also reveal is that many students that have reached early advanced and advanced levels fall back to lower levels of proficiency by the 3<sup>rd</sup> and 4<sup>th</sup> grades, therefore oral language skills will be enhanced and emphasized. The annual reclassification rate for EL students over the last few years has remained constant at approximately 8%.

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

**Objective 1:**

Following a year of assessment driven instruction, all students, including Latino, African American, English learners and Students with Disabilities will increase their rate of proficiency in English language arts to 24.4%. The proficiency and above rates for the following subgroups will be:

- Latino-from 26.7% to 31%.
- African American-from 12.1% to 26.5%
- English Learners-from 44.4% to 49%
- Students with Disabilities-from 9.3% to 26.5%

**Objective 2:**

Targeted English Language Development for English Learner students will ensure that that group meets their AMAO #1 and #2 targets as will be demonstrated on the Fall 2007 administration of the CELDT. At least 52% of all English learners will gain one proficiency level until reaching English language proficiency; of the rest, at least 31% of English learners will attain and maintain English language proficiency status.

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

1. Instructional walkthroughs will ensure the faithful implementation of the English language arts and mathematics curricula, including the nine Reading First Assurances.
2. Schoolwide, Hillcrest teachers will utilize specially designed academic instruction in English (SDAIE) strategies, such as frontloading and focused approach, so that all students including English learners have access to the core curriculum.
3. Hillcrest teachers will receive on-going professional development on SDAIE strategies.
4. The Biliteracy Bilingual Guide will be implemented to ensure that

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**Goal 3: Initiatives to Improve Instruction:** Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, compliance, whole school reform models, schoolwide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3:

Regarding student learning, grade level trends over the last four years continue to show that students in the 2<sup>nd</sup> and 4<sup>th</sup> grades are demonstrating consistent growth on the CST English language arts. During the April 2006 administration of the CST, for example, 38% of 2<sup>nd</sup> grade students reached proficiency, surpassing State and NCLB targets by 13%. 4<sup>th</sup> grade students over the same period of time have not demonstrated the same growth pattern, yet last year's 4<sup>th</sup> graders surpassed their AYP targets by 8%. Five years of standardized testing data from 3<sup>rd</sup> and 5<sup>th</sup> grade students, however, tell a different story. Although CST data reveals an increase in proficient 3<sup>rd</sup> and 5<sup>th</sup> grade students between 2003 to 2004, percentages of 3<sup>rd</sup> and 5<sup>th</sup> grade proficient students in 2005 dipped to pre-2003 levels. In 2006 there was some positive change for 3<sup>rd</sup> grade students, but not for 5<sup>th</sup> graders.

In writing, the strengths revealed by 4<sup>th</sup> grade students on the CST English language arts are mirrored on the CWST results. Showing an increase from the previous year, 79% of 4<sup>th</sup> grade students scored at a performance level of 4 or higher on the 2006 CWST. Still, process writing occupies a large segment of our schoolwide instructional reform. Several of our teachers have been involved in the planning and testing of the SFUSD writing plan and time is given during the length of each Houghton Mifflin theme to plan and evaluate student writing.

In terms of teacher learning, Hillcrest teachers have been involved in weekly grade level meetings that revolve around the precepts of the cycle of inquiry. Teachers review ongoing Sacramento County Office of Education (SCOE) data in language arts to determine a strand of focus. Next, teachers create plans to accelerate the learning of identified focal students and spend time looking at student work and observing lessons to determine whether or not their classroom based reforms are working. Teachers are currently at different stages of this professional development plan, yet all are collaborative partners in this venture.

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

**Objective 1:**

At least 25% of all students scoring at below basic will move to basic or above on the April 2007 administration of the CST ELA (24 students) and math (17 students).

**Objective 2:**

At least 25% of all students scoring at basic will move to proficiency or above on the April 2007 administration of the CST ELA (20 students) and math (15 students) .

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

1. Weekly Teacher Collaboration Meetings (TCMs) will focus on the Results Oriented Cycle of Inquiry (ROCI); administrative team (Princ, IRF, RF coach) will provide model lessons, constant coaching and facilitating of lesson debrief and reflexion).
2. Teachers and staff will review CST and on-going SCOE and Harcourt Brace and set instruction to “push” every student to a higher academic level.
3. Beginning with the 4<sup>th</sup> and 5<sup>th</sup> grade students, teachers will implement the Everyday Math intervention program.

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

Data Conclusions related to Goal 4:

Conversations during Community Meetings, “Breakfasts with the Principal”, as well as data from 271 returned parent surveys reveal that there is a general sense of satisfaction with the academics, cleanliness and safety of the campus. However, the parents also commented that they were somewhat discontented with student discipline, the lack of tutoring services during the afterschool program and the overall lack of communication between classroom teachers and the home. Students, however, voiced that they often felt bullied out of the classroom. Comments from a distributed teacher and staff survey noted a concern with the large number of students that disrupt the learning environment. Teachers and staff have requested follow-up training to the discipline policy manual that was distributed in August 2006. Parents have also stated that they are unclear about the school’s discipline policy and wish to have more support in keeping their children’s classrooms safe.

Out of the classroom, the Coordinated Services Team (CST) allocates resources to classroom teachers that have academic and behavior concerns. The CST meets each week to create an action plan and timeline to meet the needs of identified students. Due to a larger number of students of concern this year, the staff has written 50 student referrals for the Coordinated Service Team (CST), and scheduled 30 Student Success Team (SST) meetings. This is an overall increase from past years. To date, there have been 14 administrative suspensions for extremely unsafe student behavior.

Student attendance and truancy continues to be a concern at Hillcrest. Each morning there is an average number of 17 students that arrive late to school and approximately 15 students that have unexcused absences. The secretary, .5 clerk and student advisor are all busy sending out District truancy notices and calling homes and frequently have the parent liaisons of on-site Edgewood staff follow-up our concerns with parents. Nevertheless, there has been relatively little reduction in the number of students that arrive late to school.

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

**Objective 1:**

Hillcrest will witness a 50% decrease in the number of student referrals as measured by a reduction in the number of referral binders bring the number of binders to 2 from 4.

**Objective 2:**

Decrease chronically tardy students (students with 10 or more tardies) by 50% from 100 students to 50 students. Hillcrest will reduce its truancy rate by 20 students to meet District attendance rate of 95%.

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

1. Development and implementation of rewards and consequences of school wide Discipline Policy
2. Sports 4 Kids and Physical Education Grant will develop student physical and social skills
3. Student Advisor and Learning Support consultant (LSC) will lead conflict resolution and peer resource programs and design further structured lunchtime activities.
4. Attendance incentives will be implemented and truancy procedures will be strictly enforced.

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**Goal 5: Parent and Community Involvement:** Significantly increase the involvement of a broad base of parents and community at the school level.

Data Conclusions related to Goal 5:

A weekly parent bulletin is distributed in English and Spanish and Chinese. Spanish and Cantonese interpretation services are offered during scheduled parent meetings and school functions. The School Site Council and English Learners Advisory Council are functioning and have identified objectives for each meeting. The parent liaisons and several teachers have been instrumental in helping parents find a way to contribute time and resources to the classrooms.

The parent liaison's are also working closely with teachers to provide Spanish and Chinese translated monthly teacher newsletters and several parents can be seen everyday volunteering their time in children's classrooms. Monthly parent workshops are a regular features at Hillcrest. Some of the topics covered include: preparing for parent/teacher conferences, how to choose a middle school, parent educational rights and the importance of student nutrition.

Hillcrest has also solicited input from parents surrounding two key issues in the school: the transformation of our early-exit Spanish bilingual program into a late-exit (K-5) program and the creation of a school garden, funded by Prop. H. It is the staff's wish to make Hillcrest into a desirable school rather than a school that houses those students that would prefer to attend E.R. Taylor or Monroe E.S.

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

**Objective 1:**

A Spring parent survey will identify increased levels of communication regarding home and school and overall satisfaction with their child's instruction in reading and math.

**Objective 2:**

Parent participation in school sponsored activities will increase by 50% as measured by family sign-in sheets by May, 2007. Monthly "Breakfast with the Principal" meetings sign ins will be monitored. Literacy Night (Fall, 2007) and Math/Science Night (Spring, 2008) will be monitored.

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

1. Continued parent workshops (i.e, how to assist children in reading and math, understanding how students are assessed in the core academic areas, etc.)
2. Increased communication in Spanish and Cantonese with identified bilingual parents
3. Continuation of "Breakfast with the Principal," SSC and ELAC meetings.

**Action Plan**

**GOAL #1 Academic Achievement:** Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.  
 Student groups participating in this goal: Latino, African-American and English Learner students  
 Performance gains expected for these students: An increase in the number of students scoring at Proficient and above on STAR CST.  
 Means of evaluating *progress* toward this goal: SCOE, Harcourt Brace Assessments  
 Group data needed to measure academic gains: CST, AMAO, API, AYP for all significant subgroups.

**Objective 1:**

The April 2007 administration of the CST English language arts will demonstrate a closing of the aforementioned gap as follows:

- The proficiency rate of the African American students, especially in the 3<sup>rd</sup> and 5<sup>th</sup> grades will increase from 6% to 24.4% bringing the total number of proficient and above African American Students from 2 to 11.
- The proficiency rate of the Latino students, especially in the 3<sup>rd</sup> and 5<sup>th</sup> grades will increase from 18% to 24.4% bringing the total number of proficient and above Latino Students from 25 to 30.
- The proficiency rate of the African American students, especially in the 3<sup>rd</sup> and 5<sup>th</sup> grades will increase from 6% to 24.4% bringing the total number of proficient and above African American Students from 2 to 11.

**Objective 2:**

The April 2007 administration of the CST mathematics will continue to see an elimination of the achievement gap for Latinos and English learners, and a narrowing of the achievement gap as follows:

- The proficiency rate of the African American students, especially in the 3<sup>rd</sup> and 5<sup>th</sup> grades will increase from 12% to 26.5% bringing the total number of proficient and above African American Students from 3 to 7.
- The proficiency rate of the Latino students, especially in the 3<sup>rd</sup> and 5<sup>th</sup> grades will increase from 26% to 31% bringing the total number of proficient and above Latino Students from 25 to 30.
- The proficiency rate of the English learner students will increase from 44% to 49% bringing the total number of proficient and above students from 63 to 70.
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Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>1.1 Alignment of standards-based instruction to content standards</b></p> <ul style="list-style-type: none"> <li>• Teachers will use standards-based instructional materials (Houghton Mifflin, Harcourt Brace) for the core instruction, and will adhere to the instructional time requirements. Language Arts instructional time will be a minimum of 1 hour for K, 2.5 hours for Grades 1-3, 2 hours for Grades 4-5.</li> </ul>	<p>Teachers Principal IRF</p>	<p>Ongoing</p>	<p>Teachers @ 77,000 124,899 Principal STAR</p>	<p>WSF WSF STAR</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<ul style="list-style-type: none"> <li>Teachers, support staff and principal analyze CST, SCOE and Harcourt Brace assessment data to identify trends and set instructional goals. CELDT data will be analyzed to determine language proficiency levels. Target students will be identified in August 2007.</li> <li>Teachers will administer the SCOE and Harcourt Brace assessments. Scores will be analyzed and teachers will identify the ELA and math standards in which to focus instruction during each subsequent unit.</li> <li>Classroom observations will focus on appropriate use of Houghton Mifflin and Harcourt Brace materials</li> <li>Teachers will implement the district adopted, standards-based, Rigby ELD curriculum, “On Our Way to English” for 30 minutes daily.</li> </ul>	<p>Teachers Principal IRF</p> <p>Reading First coach Teachers IRF</p> <p>Principal RF Coach</p> <p>Teachers IRF</p>	<p>August</p> <p>9 week cycles</p> <p>Ongoing</p> <p>August Ongoing</p>		<p>Reading First</p> <p>Reading First Grant</p>
<p><b>1.2 Improvement of research-based instructional strategies and materials</b></p>				
<ul style="list-style-type: none"> <li>During Teacher Collaborative Meetings (TCMs) and faculty meetings, teachers will analyze assessment data (SCOE and Harcourt-Brace assessments) to plan instruction, agree on specific strategies and interventions to assist targeted students in ELA and math.</li> </ul>	<p>Teachers IRF Literacy Specialist RF Coach</p>	<p>Bi monthly</p>	<p>Literacy Specialist (x2) 155,404</p>	<p>SIP</p>
<ul style="list-style-type: none"> <li>During Universal Access time, teachers, Literacy Specialists and support staff will provide differentiated instruction to individuals and small groups to address students’ needs as identified by the analysis of SCOE and Harcourt Brace assessments.</li> </ul>	<p>Teachers</p>	<p>Ongoing</p>		
<ul style="list-style-type: none"> <li>Paraprofessionals will collaborate with teachers and work with small groups during Universal Access time.</li> </ul>	<p>Paraprofessionals</p>	<p>Ongoing</p>	<p>8 paras 154,476</p>	<p>Consent Decree</p>
<ul style="list-style-type: none"> <li>Supplementary materials (books, software, etc.) that are aligned with Houghton-Mifflin and Harcourt-Brace will be used to provide students with necessary tools to close gap.</li> </ul>	<p>Teachers</p>	<p>September, ongoing</p>	<p>5,000</p>	<p>WSF</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>1.3 Extended learning time/increased educational opportunity</b></p> <ul style="list-style-type: none"> <li>Assessment data from STAR, SCOE and Harcourt Brace will be used to identify which students need extended learning time interventions.</li> <li>Latino students, African Americans, English Learners and Socioeconomically Disadvantaged students will continue to receive and work on extended learning activities designed to address needs identified by STAR, SCOE and Harcourt Brace data such as Time for Kids, Homework Packets, Test Ready materials, and participation in the Supplementary Educational Services.</li> <li>Underperforming students, including English learners, will be identified and offered afterschool tutorials up to 4 hours per week. These tutorials will target building reading fluency and comprehension.</li> <li>Students in Grades 2-5, particularly targeted students scoring basic and below basic, will be offered extended learning time in the After School Program to improve reading and math achievement.</li> <li>Teachers will provide afterschool tutoring to students, including English Learners that have demonstrated need for literacy intervention.</li> <li>Bay Area SCORES Program will provide targeted students in Grades 4 and 5 with literacy enrichment for 8 weeks in the Fall and Spring.</li> <li>Teachers and the Parent Liaison will train parents on the Home Reading Program and provide resources for parents to monitor student progress in reading.</li> </ul>	<p>Teachers, IRF</p> <p>Teachers,IRF Test Coordinator</p> <p>Teachers</p> <p>After School Teacher Tutoring</p> <p>SCORES Staff</p> <p>Teachers Parent Liaison</p>	<p>Ongoing, January</p> <p>September-May</p> <p>September-May</p> <p>8 weeks in Fall 8 weeks in Spring</p> <p>September Ongoing</p>	<p>Teacher stipends up to 2,000</p> <p>.5FTE After School Teacher @38,851</p> <p>10,000</p>	<p>WSF</p> <p>Consent Decree WSF</p> <p>ELAP</p> <p>Grant</p> <p>STAR</p>
<p><b>1.4 Staff development and professional collaboration</b></p> <ul style="list-style-type: none"> <li>Teachers will be provided continued training on the implementation of Houghton-Mifflin and Harcourt Brace.</li> </ul>	<p>Teachers, IRF Reading First Coach</p>	<p>August Monthly Faculty Meetings</p>		<p>Reading first Grant</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<ul style="list-style-type: none"> <li>Professional development will be provided for the ELD curriculum to address the language and academic needs of ELs.</li> <li>Teachers will analyze LALAR and CELDT assessments, to determine language proficiency and articulate EL needs.</li> <li>At Teacher Collaborative Meetings (TCMs) teachers will analyze student work and SCOE data in facilitated inquiry sessions.</li> <li>Professional development will be provided to the staff to support the implementation of a coherent English Language Development Program.</li> <li>All teachers will be provided with professional development on Universal Access strategies for reading and math.</li> </ul> <p><b>1.5 Involvement of staff, parents and community</b></p> <ul style="list-style-type: none"> <li>The parent liaison will facilitate parent involvement and provide training on topics such as Attendance, Helping with Homework, How to be successful in school, How to interpret your child's assessment results.</li> <li>Volunteers (SFSV, June Jordan School, Experience Corps. etc.) will tutor students in class and/or after school</li> </ul> <p><b>1.6 Non-academic support services (auxiliary services) for students and parents</b></p> <ul style="list-style-type: none"> <li>Teachers refer students for the SST through case managers on the CST Team for academic, social, emotional and behavioral issues. The CST Team reviews the referral, makes recommendations for interventions, and recommends an SST when appropriate.</li> <li>IEP meetings will be held to determine student eligibility for Special Education services. IEP goals will be written for identified students and will be translated for Spanish and Cantonese students when appropriate.</li> </ul>	Multilingual Dept. Teacher Trainers	August Ongoing	15,000	Centrally Funded
	Teachers, IRF	August		WSF
	School Coach, IRF Principal, RF coach	Bi monthly, ongoing		WSF
	IRF Multilingual Dept. Teachers, IRF, Reading First Coach	October and January  August, January		WSF
	Parent Liaison	Monthly		WSF
	Parent Liaison	Weekly September to May		WSF
	Teachers RSP LSC	Bimonthly		SPED STAR
	RSP, Sp.Ed. Teachers, Sp.Ed. coordinator	As needed		SPED STAR
				SPED STAR
				SPED STAR

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>1.7 Monitoring program implementation and results</b></p> <ul style="list-style-type: none"> <li>The SST coordinator will develop and monitor the IEP and SST master calendar that ensures compliance and targets students not meeting benchmarks performance in reading and math. Case Managers of the CST will follow-up on targeted students.</li> <li>The After School Program will meet monthly with the Principal and IRF to review Program progress.</li> <li>Monitoring strategies, including Principal Walkthroughs, classroom observations, and lesson plans review will be used by the Principal and Leadership Team to ensure implementation of programs.</li> <li>The SSC will monitor the implementation of the Academic Plan monthly with input from the school community.</li> </ul>	<p>LSC, RSP, SST coordinator</p> <p>Principal After School Teacher</p> <p>Principal Leadership Team</p> <p>IRF Principal SSC</p>	<p>September January</p> <p>Monthly</p> <p>At least 3 times a week</p> <p>Monthly</p>	<p>6,457</p>	<p>WSF, STAR</p>

**GOAL #2 Academic Equity:** Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Student groups participating in this goal: All students especially, Latino, Students with Disabilities, English Learners and Socioeconomically Disadvantaged

Performance gains expected for these students: Increase in the number of students scoring at Proficient and above on STAR

Means of evaluating progress toward this goal: Curriculum embedded assessments, SCOE, Harcourt Brace assessments

Group data needed to measure academic gains: CST, AMAO, API, AYP for all significant subgroups.

**Objective 1:**

Following a year of assessment driven instruction, all students, including Latino, African-American, English learners and Students with Disabilities will increase their rate of proficiency in English language arts to 24.4%. The proficiency and above rates for the following subgroups will be: Latino—from 26.7% to 31%; African-American—from 12.1% to 26.5%; English learners—from 44.4% to 49%.

**Objective 2:**

Targeted English Language Development for English Learner students will ensure that that group meets their AMAO #1 and #2 targets as will be demonstrated on the Fall 2007 administration of the CELDT. At least 52% of all English learners will gain one proficiency level until reaching English language proficiency; of the rest, at least 31% of English learners will attain and maintain English language proficiency status.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>2.1 Alignment of instruction with content standards</b></p> <ul style="list-style-type: none"> <li>Teachers will meet in TCMs to plan the implementation and assessment of the core curriculum (ELA, math, social studies, science, visual and performing arts, physical education). Grade K will use the mid year assessment in the Fall to monitor students and plan instruction. Teachers will faithfully implement the state and district curricula for reading and math (Houghton-Mifflin and Harcourt-Brace).</li> <li>EL Students in Bilingual and SDAIE classes will be integrated 3 times weekly for social studies and science curriculum lessons.</li> </ul>	<p>Teachers, IRF, Literacy Specialist, Reading First Coach, Artists in Residence</p> <p>Teachers</p> <p>Teachers</p>	<p>weekly</p> <p>On going</p> <p>3/times Weekly</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<ul style="list-style-type: none"> <li>Grades K-5 Teachers will adhere to the ELA and math pacing schedules.</li> <li>IEPs will be written and aligned to state core content standards, Reading First goals and reflect student's present level of performance.</li> <li>All GATE and high potential students will be provided appropriate, challenging lesson modifications to support their learning needs.</li> <li>English Learners will be given differentiated ELD instruction based on the ELD standards for a minimum of 30 minutes per day in accordance with their present levels of English proficiency.</li> </ul>	<p>Teachers, IRF, RF coach</p> <p>RSP, Special Education Teachers</p> <p>Teachers, GATE Coordinator</p> <p>Teachers Paraprofessionals</p>	<p>Ongoing</p> <p>As needed</p> <p>Ongoing</p> <p>Ongoing</p>		<p>SPED</p> <p>GATE</p>
<p><b>2.2 Improvement of instructional strategies and materials</b></p> <ul style="list-style-type: none"> <li>Library materials will be purchased as needed to support standards based instruction.</li> <li>During grade level meetings and faculty meetings, teachers will analyze assessment data (SCOE and Harcourt-Brace assessments) to plan instruction, agree on specific strategies and interventions to assist all students in ELA and math.</li> <li>Every student will be provided with appropriate supplementary materials aligned with Houghton-Mifflin and Harcourt-Brace and instructional strategies to allow them to reach proficiency.</li> <li>Teachers will coordinate the use of instructional strategies, the HB Challenge materials and supplementary materials that are responsive to the individual needs and learning styles of GATE and High Potential students to ensure full access to the core curriculum.</li> <li>Teachers will use manipulatives to support HB math instruction. Instruction goes from concrete to abstract to scaffold instruction and build a strong math foundation.</li> </ul>	<p>Principal Clerk</p> <p>Principal IRF Literacy Specialist RF coach</p> <p>Teachers Clerk</p> <p>Teacher GATE Coordinator IRF</p> <p>Teachers IRF</p>	<p>Fall</p> <p>9 week cycles</p> <p>Fall, ongoing</p> <p>Ongoing</p> <p>August, Ongoing</p>	<p>clerk@26,348</p>	<p>Consent Degree</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<ul style="list-style-type: none"> <li>Based on analysis of data, teachers differentiate instruction during Universal Access time, leveled readers, books on tape and homework.</li> <li>Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to provide English Learners access to the core curriculum.</li> <li>4<sup>th</sup> and 5<sup>th</sup> grade English Learners will be provided with appropriate supplemental materials to enhance comprehension, vocabulary and language development.</li> </ul>	<p>Teachers, IRF Literacy Specialist</p> <p>Teachers IRF, Multilingual Programs</p> <p>Class Size Reduction Teacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>77,000</p>	<p>SWP</p>
<p><b>2.3 Extended learning time/increase educational opportunity</b></p>				
<ul style="list-style-type: none"> <li>Visual and performing artists will provide K-5 students with a sequential arts program.</li> </ul>	<p>SFEAP Principal</p>	<p>Fall/Spring</p>	<p>15,000</p>	<p>WSF SFAEP</p>
<ul style="list-style-type: none"> <li>Seven 4-hour paraprofessionals will be contracted to serve in the ELD and Spanish bilingual classes. These paraprofessionals will monitor student independent work, affording teachers the opportunity to work with small groups of students during Universal Access time.</li> </ul>	<p>Teachers Paraprofessionals</p>	<p>Ongoing</p>		
<ul style="list-style-type: none"> <li>Students in Grades 2-5, scoring basic and below basic, will be offered extended learning time in the After School Program to improve reading and math achievement.</li> </ul>	<p>After School Program</p>	<p>September-May</p>		
<ul style="list-style-type: none"> <li>Grade Level Teams will plan field trips as enrichment to the core curriculum themes.</li> </ul>	<p>Teachers</p>	<p>As needed</p>	<p>3,600</p>	<p>Consent Decree</p>
<ul style="list-style-type: none"> <li>Based on assessments, GATE students will receive appropriate access to the core curriculum and accelerated assignments that differentiate instruction throughout the day.</li> </ul>	<p>Teachers</p>	<p>Ongoing</p>		
<ul style="list-style-type: none"> <li>CST case managers will meet with each teacher to assess the academic and social strengths of each student and target those determined to be at-risk.</li> </ul>	<p>CST case managers Teachers Nurse</p>	<p>Ongoing</p>		<p>STAR</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<ul style="list-style-type: none"> <li>The Occupational Therapist will work with teachers to incorporate sensory motor skills acquisition into the core curriculum.</li> <li>The Student Advisor will develop and support groups focused on developing the social, emotional and academic skills that students need to be successful in school.</li> </ul>	Occupational Therapist	As needed		SPED
<p><b>2.4 Staff development and professional collaboration</b></p>	Student Advisor	As needed		STAR
<ul style="list-style-type: none"> <li>Teachers of GATE students will collaborate to provide differentiated instruction and challenging curriculum including open-ended and independent research projects.</li> </ul>	Teachers	Ongoing		
<ul style="list-style-type: none"> <li>The Resource Specialist will provide/assist staff with workshops on providing students with educational, social and emotional skills that are needed to be successful in school.</li> </ul>	RSP	Fall/Spring		
<ul style="list-style-type: none"> <li>A CTI paraprofessional will meet with grade level teams in order to identify which technological programs and applications can best support students' literacy growth within the computer lab.</li> </ul>	Principal Teachers	Ongoing	CTI para@33,103	Consent Decree
<ul style="list-style-type: none"> <li>Teachers/staff will participate in professional development on SDAIE strategies.</li> </ul>				
<p><b>2.5 Involvement of staff, parents and community</b></p>				
<ul style="list-style-type: none"> <li>Teachers of GATE students will participate in professional development at the site or district level focused on teaching a differentiated curriculum and instruction, understanding the socio-emotional needs of GATE students and other workshops that help accelerate learning.</li> </ul>	GATE Department GATE Coordinator	Fall or Spring		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<ul style="list-style-type: none"> <li>The parent liaison will identify days and times in which parents are invited to participate in school activities and volunteer in the classroom.</li> </ul> <p><b>2.6 Monitoring program implementation and results</b></p> <ul style="list-style-type: none"> <li>The site GATE coordinator and Parent Representative to GAC will help monitor the GATE program. They will work closely with the IRF, SSC and Principal to ensure the implementation and assessment of the GATE program.</li> <li>The state CELDT and District LALAR will be used to monitor the reclassification process for ELs in ELD and Bilingual classes.</li> <li>Monitoring strategies, including Principal Walkthroughs, classroom observations, and lesson plans review will be used by the Principal and Leadership Team to ensure faithful implementation of Language Arts and ELD curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Parent Liaison</li> <li>GATE Coordinator GAC Parent, IRF, Principal</li> <li>ELL coordinator</li> <li>Principal, Leadership Team, IRF, RF coach</li> </ul>	<ul style="list-style-type: none"> <li>August, Ongoing</li> <li>Monthly</li> <li>August, ongoing</li> <li>Weekly</li> </ul>	<ul style="list-style-type: none"> <li>.5 FTE Parent Liaison @ 25,823</li> </ul>	<ul style="list-style-type: none"> <li>SIP STAR</li> </ul>

**GOAL #3 Initiatives to Improve Instruction:** Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional, or programmatic improvements.

Student groups participating in this goal:

Performance gains expected for these students: All students especially, African-American, Latino, Students with Disabilities, English Learners and Socioeconomically Disadvantaged

Means of evaluating progress toward this goal: STAR testing; grade level minutes; SCOE and Harcourt Brace assessments

Group data needed to measure academic gains: CST, AMAO, SCOE, API, AYP for all significant subgroups.

**Objective 1:**

At least 25% of all students scoring at below basic will move to basic or above on the April 2007 administration of the CST ELA(24 students) and math (17 students).

**Objective 2:**

At least 25% of all students scoring at basic will move to proficiency or above on the April 2007 administration of the CST ELA(20 students) and math (17 students).

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>3.1 Alignment of instruction with content standards</b></p> <ul style="list-style-type: none"> <li>• Teachers will continue to utilize Houghton-Mifflin’s and Harcourt-Brace’s standard-based benchmarks.</li> <li>• Grade level teams and the IRF will develop a protocol to facilitate teacher observations of peers in order to provide teachers with models of best practices.</li> <li>• Grade level teams will set agendas for their weekly TCMs that are rooted in the Cycle of Inquiry and focused on improving instructional strategies to meet the state standards for ELA and math.</li> </ul>	<p>Teachers</p> <p>Teachers, IRF</p> <p>Teachers</p>	<p>Ongoing</p> <p>August, Ongoing</p> <p>Bi monthly</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>3.2 Improvement of instructional strategies and materials</b></p> <ul style="list-style-type: none"> <li>The Leadership Team, IRF and Principal will develop a year-long professional development calendar focusing on improving literacy, mathematical concepts and the writing process.</li> <li>Both ELD and special education teachers differentiate instruction through Universal Access time. Direct/explicit instruction occurs in whole and small group lessons.</li> <li>4<sup>th</sup> and 5<sup>th</sup> grade teachers will implement the “Math their Way” intervention program to targeted underperforming students.</li> <li>Grades 4/5 will benefit from a class-size reduction teacher by increasing student contact.</li> <li>Teachers will utilize supplementary leveled readers for the Houghton-Mifflin curriculum to provide students with decodable texts.</li> <li>Schoolwide, teachers will incorporate the focused approach and frontloading to activate students’ prior knowledge and In Grades 2-5, interactive writing and focused approach will be the focus.</li> <li>Grade level anchor papers and rubrics will be utilized as an integral part of the writing process.</li> <li>All teachers will be provided with professional development on Universal Access strategies for reading and math, such as pre-teaching and re-teaching and implement them in their classes to meet the needs of every student and the writing process.</li> <li>The Reading First Coach, Literacy Specialist and IRF will work individually with teachers to model lessons and coach to ensure student engagement and fidelity to HM implementation.</li> </ul>	<p>Principal, IRF, Leadership Team, School Coach</p> <p>Teachers Paraprofessionals</p> <p>Teachers</p> <p>CSRT</p> <p>IRF, Literacy Specialist</p> <p>IRF, Literacy Specialist, RF coach</p> <p>Teachers, IRF</p> <p>Reading First Coach Literacy Specialist IRF</p> <p>Literacy Specialist IRF, RF coach</p>	<p>August</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>August, Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<ul style="list-style-type: none"> <li>During TCMs and faculty meetings, teachers will analyze assessment data (SCOE and Harcourt-Brace assessments) to plan instruction, agree on specific strategies and interventions to assist all students especially low-achieving and at-risk students in ELA and math.</li> </ul> <p><b>3.3 Staff development and professional collaboration</b></p> <ul style="list-style-type: none"> <li>10 % Title I funds are used for continuous staff development on effective methods and instructional strategies that are research based to strengthen core programs in HM, HB, etc.; increase the quality of instructional and learning time; address the needs of underperforming students; address the language and academic needs of the ELs using SDAIE strategies and the writing process.</li> <li>During the Summer of 2007, teachers will attend Reading First Training.</li> <li>Teacher will be given time to be released from classes to observe other teachers in order to share and implement best practices.</li> <li>The Leadership Team will meet quarterly to read and analyze professional journals in order to refine site reform initiatives and foster capacity-building activities within grade level teams.</li> <li>The Reading First Coach will participate in the planning and delivery of staff development identified as needed by the teachers based on an analysis of SCOE data.</li> </ul> <p><b>3.4 Involvement of staff, parents and community</b></p> <ul style="list-style-type: none"> <li>Teachers will keep the parents abreast of student learning goals through the use of newsletters, phone calls, parent teacher conferences.</li> <li>The Parent Liaison will assist parent volunteers in the classroom.</li> <li>The Parent Liaison will coordinate Parent Workshops on Reading and the Writing Process and assist with Family Literacy Night.</li> </ul>	<p>Teachers IRF, RF coach</p> <p>Principal, IRF Leadership Team</p> <p>Reading First</p> <p>IRF</p> <p>Leadership Team</p> <p>Reading First Coach, IRF</p> <p>Teachers</p> <p>Parent Liaison</p> <p>Parent Liaison</p>	<p>9 week cycle</p> <p>Monthly</p> <p>August 2007</p> <p>Ongoing</p> <p>August, November February, April</p> <p>Ongoing</p> <p>Ongoing</p>	<p>10,000/Stipends (Reform) 2,000/Conferences</p> <p>Substitutes 2,000</p>	<p>Title I/SWP</p> <p>WSF</p>

<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Related Expenditures/ Estimated cost</b>	<b>Funding Source</b>
<b>3.5 Monitoring program implementation and results</b> <ul style="list-style-type: none"> <li>• Hillcrest will continue to contract a school coach to facilitate work with the school's leadership team in its implementation of the ROCI process.</li> </ul>	Principal	August-May		

**GOAL #4 School Climate:** Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

**Objective 1:**

Hillcrest will witness a 50% decrease in the number of student referrals as measured by a reduction in the number of referral binders bring the number of binders 2 from 4.

**Objective 2:**

Decrease chronically tardy students (students with 10 or more tardies) by 50 % from 100 students to 50 students. Hillcrest will reduce its truancy rate by 50 %students from 75 students to 36 students.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>4.1 Procedure/activity to improve climate/safety</b></p> <ul style="list-style-type: none"> <li>The Discipline Task Force will continue to implement a school wide discipline policy and develop interventions, rewards and consequences.</li> <li>The Behavior Coach, RSP and Student Advisor will assist teachers to create a behavior support plan for at risk students.</li> <li>The Sports 4 Kids program and/or the SPARKS Program will provide every student with a comprehensive physical education program that facilitates the development of social and sensory-motor skills.</li> <li>The Student Advisor and/or Behavior Coach will facilitate the creation of a student conflict resolution program and peer resource program.</li> <li>The School Attendance Review Team (SART) will monitor weekly student absences and tardies to increase attendance. SART identified students will be tracked for Drop Out Prevention and family contact will be established to support and assure student attendance.</li> <li>The Student Advisor or Sports 4 Kids site coordinator will organize physical activities for students during recesses.</li> <li>The school wide discipline policy will be posted in the hallways and classrooms.</li> </ul>	<p>Principal School Climate Committee Edgewood, RSP, Student Advisor Sports 4 Kids PE Grant</p> <p>Edgewood</p> <p>Student Advisor SART Parent Liaison, LSC,Clerk</p> <p>Student Advisor Sports 4 Kids</p> <p>School Climate Committee</p>	<p>September, Ongoing</p> <p>As needed</p> <p>August-June</p> <p>September, Ongoing</p> <p>August, Ongoing</p> <p>August, Ongoing</p> <p>August</p>	<p>49,000 Edgewood</p> <p>22,000 Site Coordinator</p>	<p>WSF</p> <p>SHPD Grant</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<ul style="list-style-type: none"> <li>Hillcrest’s schoolwide positive behavior model will be implemented in the classrooms.</li> <li>The Nutrition Education Project will provide teachers, students and families with lessons and activities to enhance understanding of proper nutritional habits.</li> <li>School Health Programs will work with the Principal to arrange school health and safety workshops for students on topics such as guns, alcohol, drugs and violence, asthma.</li> <li>Teachers will deliver 20 hours of lessons focused on personal and social skill development utilizing Actions for Health and Too Good for Drugs curriculum.</li> <li>The “Student of the Week” program will recognize students’ academic and citizenship efforts.</li> <li>Norms, regulations, structures and the Crisis Response Team are established in case of school emergencies.</li> </ul>	<p>School Climate Committee</p> <p>Nutrition Site Coordinator</p> <p>Principal, Nurse, Health Advocate</p> <p>Teachers, Nurse Health Advocate</p> <p>Principal</p> <p>Principal</p>	<p>Ongoing</p> <p>August, Ongoing</p> <p>August</p> <p>Ongoing</p> <p>Weekly</p> <p>August, Ongoing</p>		<p>SHPD</p> <p>SHPD</p>
<p><b>4.2 Staff development and professional collaboration</b></p>				
<ul style="list-style-type: none"> <li>Staff will receive training in the school wide Discipline Policy and a school wide positive behavior model for classrooms.</li> </ul>	<p>School Climate Committee</p>	<p>Ongoing</p>		
<ul style="list-style-type: none"> <li>The Learning Support Consultant will support/train teachers in developing optimal learning environment for students.</li> </ul>	<p>LSC</p>	<p>As needed</p>		<p>STAR</p>
<ul style="list-style-type: none"> <li>Edgewood will train and coach teachers in the Classroom Management System.</li> </ul>	<p>Edgewood</p>	<p>Bi-monthly</p>		<p>Edgewood Grant</p>
<ul style="list-style-type: none"> <li>The Emergency Response Team will conduct fall and spring Disaster Drills and discuss emergency procedures. The ERT will review the drill to improve effectiveness.</li> </ul>	<p>Emergency Response Team</p>	<p>Fall, Spring</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>4.3 Engagement of staff, parents, community</b></p> <ul style="list-style-type: none"> <li>At the Breakfast with the Principal and Community Meetings facilitated by the Principal, parents can voice their concerns and give feedback on issues such as safety, emergency procedures, curricular issues and communication.</li> <li>Resources are made available to assure translation and interpretation services as needed.</li> <li>A Spanish speaking clerk will provide interpretation services to parents whose primary language is Spanish. Based on the home language survey, Spanish speaking parents comprise roughly 25% of the school community.</li> <li>Parent Workshops will be offered to improve student attendance, behavior and provide ongoing student and family support.</li> <li>Staff will review criteria for student referrals and document by using student referral forms.</li> </ul> <p><b>4.4 Auxiliary services for students and parents</b></p> <ul style="list-style-type: none"> <li>The Coordinated Service Team will identify students in need of counseling services and work with families to locate the services needed.</li> <li>Students who have discipline referrals and suspensions will be referred to the CST for monitoring and interventions and possible SST referral.</li> <li>Edgewood Center for Children will provide counseling for students and families on an as need basis.</li> </ul>	<p>Principal</p> <p>Parent Liaison</p> <p>Principal</p> <p>Parent Liaison, Nurse, LSC</p> <p>Principal, Staff, LSC, Discipline Task Force</p> <p>CST, Edgewood Student Advisor</p> <p>Principal, CST case managers, SST coordinator</p> <p>CST/Edgewood</p>	<p>Monthly</p> <p>Monthly, as needed</p> <p>Monthly, as needed</p> <p>Quarterly</p> <p>Ongoing</p> <p>Ongoing</p> <p>As needed</p>	<p>SST Coordinator@6,457</p>	

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>4.5 Monitoring program implementation and results</b></p> <ul style="list-style-type: none"> <li>Schoolwide Discipline Policy and procedures will be published, posted and distributed to all staff, students and families in Fall, 2007.</li> <li>Data on discipline referrals and suspensions from January through May, 2007 will be compiled and shared with SSC and Staff.</li> <li>The Coordinated Services team will meet weekly to analyze academic, social and emotional progress of students referred by teachers.</li> </ul>	<p>School Climate Committee Secretary</p> <p>Principal Student Advisor</p> <p>RSP, CST case managers</p>	<p>August</p> <p>August thru March</p> <p>Weekly</p>	<p>59,290/Secretary</p>	<p>WSF</p>

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

**Objective 1:**  
A Spring parent survey will identify increased levels of communication regarding home and school and overall satisfaction with their child’s instruction in reading and math.

**Objective 2:**  
Parent participation in school sponsored activities will increase by 50% as measured by family sign in sheets by May, 2007. Monthly “Breakfast with the Principal” meetings sign ins will be monitored. Literacy Night (Fall, 2007) and Math/Science Night (Spring, 2008) will be monitored.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>5.1 Active parent involvement in decision making process</b></p> <ul style="list-style-type: none"> <li>The GAC parent representative will be involved in the planning, implementation and monitoring of the GATE program.</li> <li>An active SSC will be in place to ensure parent and community involvement in the decision making process.</li> <li>The ELAC will meet monthly to monitor the implementation of the ELD and Bilingual programs.</li> <li>The Parent Liaison will work to build capacity among parent volunteers to help with activities at school including the preparation of a weekly newsletter, written and oral translations and presentations at parent meetings.</li> <li>Hillcrest will outreach to the African American communittee in order to establish an African American parent taskforce. The taskforce will identify the strengths and needs of our African American students relative to academic success and socioemotional growth.</li> </ul> <p><b>5.2 Ongoing communication with parents</b></p> <ul style="list-style-type: none"> <li>A parent Bulletin will be published weekly and translated into Cantonese and Spanish.</li> </ul>	<p>GAC parent GATE Coordinator</p> <p>Principal</p> <p>Principal</p> <p>Parent Liaison</p> <p>Parent Liaison Principal Staff</p> <p>Parent Liaison Secretary, Translators</p>	<p>August, Ongoing</p> <p>Monthly</p> <p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p>	<p>supplies</p>	<p>SIP</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<ul style="list-style-type: none"> <li>A bilingual Cantonese-English parent liaison will be contracted to support ongoing communication between home and school and to develop leadership opportunities amongst the growing Chinese speaking community at Hillcrest.</li> <li>Hillcrest will distribute a home school compact which outlines how parents, staff and students will collaborate to improve the academic achievement and behavior of all students.</li> <li>Parent – teacher conferences will be held in fall and spring with translation services provided as necessary.</li> <li>Hillcrest will provide Spanish and Cantonese written translations of all school wide documents sent home in Wednesday folders.</li> </ul> <p><b>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</b></p> <ul style="list-style-type: none"> <li>All family related activities will include translation services.</li> <li>Report cards will be sent home 4 times a year and Attachment G of the IEP will be included for students with disabilities.</li> <li>The GAC and the GATE coordinator will work with the SSC and principal to monitor the implementation of the GATE program.</li> </ul> <p><b>5.4 Providing education opportunities for parents</b></p> <ul style="list-style-type: none"> <li>1% of Title I funds will be used to increase parent involvement in accordance activities in the form of workshops, informational literature and family nights.</li> <li>Meetings will be held for parents on topics such as understanding the California content standards, tips on improving a child’s literacy development and questions to ask during a parent/teacher conference.</li> </ul>	<p>Principal Parent Liaison</p> <p>Secretary</p> <p>Teachers Translators</p> <p>Translators</p> <p>Translators</p> <p>Teachers</p> <p>GATE Coordinator GAC parent</p> <p>Parent Liaison Principal</p> <p>Parent Liaison</p>	<p>August</p> <p>November, April</p> <p>Translators</p> <p>As needed</p> <p>Nov.,Jan.,Mar.,June</p> <p>Ongoing</p> <p>Ongoing</p> <p>Quarterly</p>	<p>6,000 Rental &amp;Lease</p>	<p>SWP, LEP, Consent Degree</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>5.5 Involvement of community partners</b></p> <ul style="list-style-type: none"> <li>Community Based English Tutoring (CBET) classes will be provided for parents with limited English proficiency.</li> </ul> <p><b>5.6 Monitoring program implementation and results</b></p> <ul style="list-style-type: none"> <li>Hillcrest will survey the community a minimum of twice a year to in order to monitor how well the school is doing in increasing parent involvement.</li> </ul>	<p>CBET</p> <p>Principal SSC</p>	<p>Bi-Weekly</p> <p>February, June</p>		

**Section 1.01**

## a) SCHOOL SITE COUNCIL MEMBERSHIP

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Mary Lou Cranna		X					
Anna Hay			X				
Denise Holian			X				
Laura Barron			X				
Joan Gerigk				X			
Lariece Williams					X		
Marlai Ouch					Alt.		
Anne Rodriguez					X		
Claudia Capistrano					X		
Barbara Jones					X		
Mary Matute					X		
Rosa Porras					Alt.		
Numbers of members of each category		1	3	1	5		

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

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

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

# ENGLISH LANGUAGE ADVISORY COUNCIL MEMBERSHIP

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Mary Lou Cranna		X						
Liliana Villalpando					X			
Maria Landaverde					X			
Odilia Hernandez					X			
Reina Rodas					X			
Rosa Ramirez					X			
Josephine Ho			X					
Kam Ross			X					
Numbers of members of each category		1	2		5			

- i) *The composition of the English Learner Advisory Committee ( ELAC) must contain parents of EL students.*
- ii) *The percentage of parents of EL students is to be at least the same as that of EL students at the school.*

## b) SCHOOL ADVISORY COMMITTEE MEMBERSHIP

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

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

