

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**Dr. George Washington Carver Elem.**

School

**38-68478-6093496**

CDS Code

**April 13, 2007**

Date of this plan/revision

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

School-Based Coordinated Programs (SBCP) has been eliminated so schools can longer combine School and Library Improvement Block Grant (SIP) and Economic Impact Aid (EIA) funds, which includes both State Compensatory Education (SCE) and Limited English Proficient (LEP) programs.

## DATA SUMMARY

*Please insert the following items in this data section:*

1. *A copy of your SARC Highlights from the SFUSD website:  
[http://portal.sfusd.edu/template/default.cfm?page=school\\_info.profiles](http://portal.sfusd.edu/template/default.cfm?page=school_info.profiles)*
  2. *From your data disk provided by RPA in the folder entitled “CST 5 Years,” print out the ELA and math summary reports for your school. If one of your focuses for 2007-2008 is also science, it may be appropriate to print the science summary report as well.*
  3. *Any benchmark assessment data or other data that you feel is vital to your data conclusions.*
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## EXECUTIVE SUMMARY

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### **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:*

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**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 in the spaces provided below, 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: To use assessment data more effectively to guide instruction and address students' needs**

Instructional decisions were based upon the results of SCOE and other assessments and OARS data for reading/language arts and mathematics. Staff has been challenged to keep up with instructional pacing schedules and assessment and OARS due dates. It was our first year using the SCOE assessments. Teachers were given support in planning Houghton Mifflin instruction in grade level collaboration meetings facilitated by Partners in School Innovation (PSI). Funds were used to maintain paraprofessional staffing to have flexible small group instruction. Some instructional materials were purchased and organized to support instruction, including leveled readers. Limited funds this year constrained purchasing. A district staff member, Carver teachers and the community conducted workshops emphasizing reading and mathematic standards.

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### **Current-Year Objective 2: To implement the ROCI process to improve collaboration and standards-based planning and instruction**

Staff has begun the ROCI progress. Grade level teachers engaged in two or three cycles this year, with facilitation provided by PSI and the IRF. Some teachers have found it difficult to meet and collaborate on data information and plan accordingly. Funds were allocated to secure substitutes to provide classroom coverage for common meeting time; however, substitutes were not always available, and other arrangements were made for coverage. District funds contributed to a grant to allow Carver to formulate our partnership with (PSI).

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**Current-Year Objective 3: To improve students' writing**

Periodic writing assessments were administered according to the District's Reading First guidelines, rubric and schedule. Professional development in aspects of teaching writing was provided during faculty meetings as a key strategy. Also, some grade level teams looked at and discussed student writing during meetings. However, our needs are greater than we have addressed through these sessions. This was our first year using assessments and scoring rubrics school-wide. We have not yet used anchor papers. It has been a challenge to consistently teach writing well and assess and give feedback in a timely way to achieve greater rigor.

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## 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.

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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.

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#### **Data Conclusions for Goal 1**

Questions to cover in the section below:

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

According to CST 2006 data:

- 18.3% of AA students scored at proficient and above on ELA and 32% in mathematics.
  - AA students at proficient and above dropped -8.3% in ELA and -4.6% in mathematics.
  - Socio-Economically Disadvantaged students showed a negative growth of -15.5% in ELA and -7.7% at proficient and above.
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#### **Key Objectives for Goal 1**

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

**Objective 1: In ELA, 32 students in grades 2-5 targeted as "focal students" and for "wrap-around care" will show growth of at least one band on the CST in May 2008. Similarly, 24 students in K-1 will show accelerated growth in designated ELA targets. The majority of these students will be AA. Students will progress from below basic to basic or above or from basic to proficient or above. The majority of these students will be AA.**

**Objective 2: In mathematics, 13 students will progress from below basic to basic or above and 7 students will move from basic to above basic. The majority of these students will be AA.**

#### **Key Strategies**

[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.]

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#### **Key Strategies for Objective 1:**

Every six weeks, staff will analyze and use SCOE, Harcourt and other assessments and OARS data to drive ELA and mathematics instruction. Based on data, teachers will plan for reteaching, as needed. Informal assessments will help determine students' mastery of skills.

### **Key Strategies for Objective 2:**

The ROCI process will be used school-wide to enhance grade level collaboration and student achievement. Each grade level teacher will select 4 focal students and a high-leverage focal strategy for each 8-weeks cycle. Instructional decisions will be made with the focal students in mind, in a determined effort to raise their performance on class work and on the CST. If students are not achieving acceleration, the inquiry process will help us determine what could be done to support teachers and students more.

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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 study 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 in the section below:*

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:**

- 4<sup>th</sup> grade CWST scores of 4 or higher dropped 6% in 2006.
- SCOE writing assessments indicate that the majority of students scored 1 or 2, as of March 2007.
- Observations of students' writing by the STAR team shows a lack of rigor and high expectations.
- Observations of students' oral and written language indicates a need for greater application of mainstream English and academic language.

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### **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 students will improve writing scores, from beginning of year to 3<sup>rd</sup> quarter, and 45% will score a 3 or higher on the HMR rubric.

**Objective 2:** The percentage of 4<sup>th</sup> graders scoring 4 or higher on the CWST will increase to at least 84%.

**Objective 3:** Students will use oral and written language structures to effectively communicate ideas and develop use of academic language.

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**Key Strategies**

*[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.]*

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**Key Strategies for Objective 1:** SCOE writing prompts will be administered and graded according to Houghton Mifflin rubrics and grade level anchor papers.

**Key Strategies for Objective 2:** The staff will be engaged in Professional Development to improve student work in all parts of the writing process.

**Key Strategies for Objective 3:** Teachers will receive professional development in the teaching of structured language practice, sentence framing and other strategies for communicating specific ideas.

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### **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.*

#### **Data Conclusions related to Goal 3**

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

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**Key Findings:** The STAR Team visits for the past 2 years have indicated that there must be a significant increase in rigor and student engagement.

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#### **Key Objectives for Goal 3**

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

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**Objective 1: Staff will implement more differentiated instruction in reading and mathematics. Students will have opportunities to practice skills and concepts during short windows of structured time, but with high levels of thinking.**

**Objective 2: Staff will structure learning experiences that enhance student engagement during instructional time.**

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#### **Key Strategies**

*[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.]*

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##### **Key Strategies for Objective 1:**

- Grade level teams will include universal access time in their planning.
- Staff will participate in professional development on differentiated instruction/universal access time.

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##### **Key Strategies for Objective 2:**

- Staff will discuss and agree upon selected strategies that all parties, K-2 and 3-5, will use to increase student engagement, such as think-pair-share and use of signals, as examples.
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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 for Goal 4**

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

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- There is a high level of verbally and physically aggressive behavior on the school yard.
  - Our school has a total of 46 chronic and habitual absent students.
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**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: Staff will implement Caring School Community components school wide, as evinced by professional development and classroom and yard observations.**

**Objective 2: Student attendance will improve, as evinced by attendance data.**

**Objective 3: Student Conflict Resolution will be established.**

**Key Strategies**

*[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 Strategies for Objective 1:** The Caring School Community Teacher Leaders will facilitate focusing on class meetings and cross-age buddies.

**Key Strategies for Objective 2:** Several incentives will be given for perfect attendance and punctuality.

**Key Strategies for Objective 3:** Students will be trained in Conflict Resolution.

**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 trend in the section below. In addition, describe other school level data you may have gathered and analyzed.]*

**Key Findings:** Parents have expressed a desire to see an increase in parent involvement. They want to keep opportunities for parent workshops. In addition, they want more and timely communication from the school.

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### **Key Objectives for Goal 5**

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

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**Objective 1: At least 60% or 175 parents will attend or confer with teachers during P/T Conferences.**

**Objective 2: At least 40% or 118, will volunteer in some way; at least 5% use of resources; increased attendance at workshops and meetings**

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### **Key Strategies**

*[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.]*

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**Key Strategies for Objective 1:** Encourage and monitor attendance at parent /teacher conferences.

**Key Strategies for Objective 2:** The Principal and staff will conduct workshops to teach families ways to help their children succeed. Parents will be recruited to volunteer and encouraged to use Parent Resource Room.

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## 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 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>1</sup> Completion Date	Proposed Expenditures	Funding Source(s)	District Support(s) Needed
<p><b>Key Strategy 1: Use periodic assessment of skills to guide instruction</b></p> <ul style="list-style-type: none"> <li>• Teachers will give timely administration of SCOE, Harcourt and other assessments according to plans and pacing schedules, including beginning of year assessments.</li> <li>• Teachers will do timely analysis of class and grade level data to guide instructional planning.</li> </ul>	Aug 27-June 13	Substitute Days	Title I SWP	Assessments Pacing Guides
<p><b>Key Strategy 2: Use the ROCI process to develop collaboration and standards-based, high-leverage, student-focused teaching plans to accelerate learning</b></p> <ul style="list-style-type: none"> <li>• Teachers will engage in 3 cycles of inquiry at every grade level.</li> <li>• Teachers will plan for and monitor the progress of focal students.</li> </ul>	Sept 3-June 6	Substitute Days Instr. Materials	Title I SWP	IRF Network PartnersSI CST Released Items, Blueprint PD resources

<sup>1</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p><b>Key Strategy 3: Implement interventions for struggling students</b></p> <ul style="list-style-type: none"> <li>▪ Teachers, SpEd staff and paraprofessionals will use small group instruction and universal access time to provide specific skill development.</li> <li>▪ IRF will implement the Language! Program for the lowest achieving 4<sup>th</sup>-5<sup>th</sup> graders.</li> <li>▪ Excel staff will provide a K-5 after school program that includes tutoring.</li> </ul>	Sept 3-June 13	Instr. Materials Instructional Aides	Title I SWP TIIG	STAR/PSI SpEd
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*Note: You may add more strategies than what is provided above. In addition, each strategy can have as few or as many high leverage activities as you feel is appropriate.*

### **Monitoring and Assessment for Goal 1**

*Questions to consider in the section below:*

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

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**Monitoring and Evaluation:**

- Establishment and observation of grade level planning (PSI, IRF, Principal, GL teams)
- Observation of teaching and students working - with feedback (Principal, IRF, PSI, STAR team, teachers)
- Distribution of pacing and assessment information (Principal, IRF, Test Coordinator)
- Analysis of periodic SCOE/Harcourt and other results against benchmarks (Teachers)
- Monitoring of planned activities at monthly meetings (SSC)

**Data:**

- CST/HMR-SCOE/Harcourt/Language! and other data
- Benchmark Schedule
- Meeting agendas and notes
- Observation notes

## Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Funding Source(s)	District Support(s) Needed
<p><b>Key Strategy for Objective 1: SCOE Writing prompts will be administered and graded according to Houghton Mifflin rubrics and grade level anchor papers.</b></p> <ul style="list-style-type: none"> <li>• Teachers will assess student writing throughout the year using a rubric.</li> <li>• Teachers will analyze and share student writing at grade level and faculty meetings.</li> </ul>	Aug.2007-May 2008	Sub. days	Title I SWP	Assessments, anchor papers  IRF  Partners SI
<p><b>Key Strategies for Objective 2: The staff will be engaged in Professional Development to improve student work in all parts of the writing process.</b></p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> grade teachers will teach and analyze student writing in different genres monthly.</li> <li>• A needs analysis for teaching writing will be conducted.</li> <li>• Professional development opportunities in teaching writing will be scheduled and provided.</li> </ul>	Aug. 2007-May 2008	Ext. Hrs.	Title I SWP	
<p><b>Key Strategies for Objective 3: Teachers will receive professional development in the teaching of structured language practice, sentence framing and other strategies for effectively communicating.</b></p> <ul style="list-style-type: none"> <li>• A needs analysis for teaching oral language skills will be conducted.</li> <li>• Professional development opportunities in teaching oral language will be scheduled and provided.</li> </ul>	June 2007, Aug. 2007	Ext. Hrs.	Title I SWP	

*Note: You may add more strategies than what is provided above. In addition, each strategy can have as few or as many high leverage activities as you feel is appropriate.*

### Monitoring and Assessment for Goal 2

*Questions to consider in the section below:*

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

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

- Writing scores in OARS and other data will be retrieved and analyzed
- Evaluations of PD
- Benchmarks will be set after each formal assessment.

### Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>3</sup> Completion Date	Proposed Expenditures	Funding Source(s)	District Support(s) Needed
<b>Key Strategy 1: Plan and implement UA time</b> <ul style="list-style-type: none"> <li>Grade level teachers will engage in consistent, standards-based planning and use of UA.</li> <li>Principal will assign staffing to best support grade level needs.</li> <li>Principal, IRF and PSI will assist teams in planning and implementing UA.</li> </ul>	Sept ___ -	Substitute Days Extended Days/Hrs Instructional Aides	Title I SWP TIIG	
<b>Key Strategy 2: Provide professional development on differentiated instruction/UA and student engagement strategies</b> <ul style="list-style-type: none"> <li>Principal and IRF will arrange and/or provide PD using staff and District expertise, including peer observation.</li> <li>Staff will set benchmarks for implementation of UA/differentiated instruction/student engagement strategies.</li> <li>Teachers and IRF will provide materials to aid implementation of differentiated instruction and student engagement.</li> <li>Principal, PSI and IRF will arrange planning time.</li> </ul>	Aug/Sept, Nov, Feb, Apr Sept	Substitute Days Extended Days/Hrs IA-Extra Hrs. Instr. Materials	Title I SWP TIIG SI WSF/WSF SpEd	STAR PSI RSP/SpEd GATE Coord.

*Note: You may add more strategies than what is provided above. In addition, each strategy can have as few or as many high leverage activities as you feel is appropriate.*

### Monitoring and Assessment for Goal 3

Questions to consider in the section below:

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

Monitoring/Evaluation:

- Observation and feedback of classroom practices and lesson plans (Principal, IRF, PSI)
- Benchmark setting

<sup>3</sup> List the date an action will be taken or will begin, and the date it will be completed.

- Bimonthly reflection on and sharing of teaching practices (GL and faculty meetings)
- Monitor planned activities at monthly meetings (SSC)

Data:

- Observation Notes and Feedback
- Faculty and GL Meeting Notes and Reflection Forms
- Benchmark Schedule

### Goal 4: School Climate

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Funding Source(s)	District Support(s) Needed
<b>Key Strategy 1: Facilitate school-wide use of class meetings and cross-age buddies</b> <ul style="list-style-type: none"> <li>• CSC Teacher Leaders will provide professional development</li> <li>• Staff will set benchmarks for implementation</li> <li>• Principal will modify the bell schedule</li> <li>• Principal, Teacher Leaders, peers will engage in observation and feedback</li> <li>• Principal and CSC TL will arrange planning time</li> </ul>	Aug Sept-Dec Aug Sept-May Sept	Instr. Materials Other Supplies Ext. Hrs. IA Extra Hrs	TIIG WSF Title I SWP	CSC Staff
<b>Key Strategy 2: Provide various incentives will be given for perfect attendance and punctuality</b> <ul style="list-style-type: none"> <li>• Counselor will award monthly No-Tardy Parties</li> <li>• Staff will provide Present to Learn book give-away</li> <li>• Counselor will provide perfect/improved attendance lunch outings and tokens</li> </ul>	Sept-May	Inst. Materials Counselor	TIIG WSF	
<b>Key Strategy 3: Train school community members in Conflict Resolution</b> <ul style="list-style-type: none"> <li>• Principal will access Conflict Resolution training for students, staff and parents</li> <li>• The LSP will help to conduct professional development in “Too Good for violence” and “Too Good for Drugs” to help teachers meet</li> </ul>	P/Staff Training: Fall, Spring Students: Oct and on-going PD dates TBD	Consultant Instr. Materials Ext. Hrs. IA Extra Hrs	TIIG SI	STAR/LSP

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

State requirements for health and safety education.				
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*Note: You may add more strategies than what is provided above. In addition, each strategy can have as few or as many high leverage activities as you feel is appropriate.*

### **Monitoring and Assessment for Goal 4**

*Questions to consider in the section below:*

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

- Conduct observation/feedback (Principal, Teacher Leaders, peers)
- Get feedback on professional development and other training (Faculty Meeting)
- Development of benchmark schedule (Staff)
- Monitor planned activities at monthly meetings (SSC)

**Data:**

- Observation/feedback notes
- PD/training reflections and evaluations
- Parent and student surveys
- Benchmark Schedule

## Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>5</sup> Completion Date	Proposed Expenditures	Funding Source(s)	District Support(s) Needed
<b>Key Strategy 1: Encourage and monitor attendance at parent/teacher conferences</b> <ul style="list-style-type: none"> <li>• Staff will set incentives for P/T conference attendance.</li> <li>• Staff will prepare parents and students for effective conferences.</li> </ul>	Nov, Mar	Other Supplies Instr. Materials	WSF	
<b>Key Strategy 2: Conduct workshops and provide materials to assist families in helping their children succeed</b> <ul style="list-style-type: none"> <li>• Principal and staff will conduct workshops for parents (TBD).</li> <li>• Staff will promote use of the Parent Resource Center.</li> <li>• Staff will provide parents assistance detailed in IEP and SST notes.</li> </ul>	Sept-June	Stipends Instr. Materials	Title I SWP WSF	
<b>Key Strategy 3: Encourage parent involvement, leadership and volunteering</b> <ul style="list-style-type: none"> <li>• Parent Liaison, Secretary and Principal will recruit and encourage parents through timely newsletters, fliers, autodialer messages and Room Parent communication.</li> <li>• Staff will utilize Thursday envelopes for weekly communication with parents.</li> <li>• Parent activity calendar will be established to improve timely communication.</li> </ul>	Aug-June  Aug-June  Sept	Other Supplies	WSF	Parent Liaison training

*Note: You may add more strategies than what is provided above. In addition, each strategy can have as few or as many high leverage activities as you feel is appropriate.*

### Monitoring and Assessment for Goal 5

*Questions to consider in the section below:*

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

**Monitoring and Evaluation:**

- Check P/T conference appointment calendars and logs, volunteer logs and workshop sign-ins (Principal, Parent Liaison)
- Monitor return of Thursday envelopes and other communication (Teachers)

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<sup>5</sup> List the date an action will be taken or will begin, and the date it will be completed.

- Develop a parent activity calendar (Principal, Secretary, Parent Liaison)
- Monitor use of Parent Resource Center (IRF)
- Monitor planned activities at monthly meetings (SSC)

Data:

- Activity Calendar
- P/T conference attendance logs
- Thursday envelope logs
- PRC log
- Workshop attendance sheets

## 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 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
Emily Wade-Thompson		X					N/A
Carlos Ramirez					X		10/06
Rocio Ramirez					X		10/06
Monifa Damon-Goode					X		10/06
Cassandra Coats					X		10/06
Glenda Green					X		10/06
Michelle Irwin			X				10/06
Adrienne Johnstone			X				10/06
Page Whipple			X				10/06
Peggy Semien				X			10/06
Lisa Franks – Alt OS							10/06
Janice Powell – Alt P							02/07
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 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
Emily Wade-Thompson		X						N/A
Carlos Ramirez					X			10/06
Rocio Ramirez					X			10/06
Monifa Damon-Goode						X		10/06
Cassandra Coats						X		10/06
Glenda Green						X		10/06
Michelle Irwin			X					10/06
Page Whipple			X					10/06
Lisa Franks – Alt OS								10/06
Numbers of members of each category		1	2		2	3		

*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 (EL pop=3.3%)*

### 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
Emily Wade-Thompson		X					N/A
Carlos Ramirez					X		10/06
Rocio Ramirez					X		10/06
Monifa Damon-Goode					X		10/06
Cassandra Coats					X		10/06
Glenda Green					X		10/06
Janice Powell					X		02/07
Page Whipple			X				10/06
Peggy Semien				X			10/06
Lisa Franks – Alt OS							10/06
Numbers of members of each category		1	1	1	6		

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

## Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee
  - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
  - A. One meeting to gather input from the school community including all advisory committees DATE:  
\_\_\_\_\_
  - B. One meeting to present plan upon its completion. DATE:  
\_\_\_\_\_
7. This school plan was adopted by the school site council on: \_\_\_\_\_.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

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

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