

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**James Denman Middle School**

School

38-68478-6059869

CDS Code

April 10, 2007  
Date of this plan/revision

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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

# ACADEMIC PROGRAM SURVEY

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

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

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

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

<p><b>1. Instructional Program</b></p> <p>To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math</li> <li>– “<b>2 - Substantially</b>” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math</li> <li>– “<b>1 - Partially</b>” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math</li> <li>– “<b>0 - Minimally</b>” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	ELA	3	2	1	0	Math	3	2	1	0	Math Intervention	3	2	1	0
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<p><b>2. Instructional Time</b></p> <p>To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> classrooms have the appropriate time allocations for students</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> classrooms have the appropriate time allocations for students</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math:</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math: Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	ELA Intervention	3	2	1	0	Math:	3	2	1	0	Math: Intervention	3	2	1	0
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<p><b>3. Principals’ Instructional Leadership</b></p> <p>To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum</li> <li>– “<b>2 - Substantially</b>” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year</li> <li>– “<b>1 - Partially</b>” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</li> <li>– “<b>0 - Minimally</b>” means neither the principal nor vice principal have made arrangements to take AB 430</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0										
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<p><b>4. Teachers’ Professional Development Opportunities</b></p> <p>To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0										
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<p><b>5. <u>Student Achievement Monitoring System(s)</u></b>  To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - <b>Fully</b>” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction</li> <li>- “2 - <b>Substantially</b>” means that curriculum-embedded assessments are administered <u>regularly</u></li> <li>- “1 - <b>Partially</b>” means that curriculum-embedded assessments are <u>sometimes</u> administered</li> <li>- “0 - <b>Minimally</b>” means that curriculum-embedded assessments are <u>rarely</u> administered</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>6. <u>Ongoing Instructional Assistance and Support for Teachers</u></b>  To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - <b>Fully</b>” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials</li> <li>- “2 - <b>Substantially</b>” that the school provides <u>adequate</u> instruction assistance to support teachers</li> <li>- “1 - <b>Partially</b>” that the school provides <u>limited</u> instruction assistance to support teachers</li> <li>- “0 - <b>Minimally</b>” that the school provides <u>little or no</u> instruction assistance to support teachers</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>7. <u>Monthly Teacher Collaboration by Grade/Content Level</u></b>  To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - <b>Fully</b>” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math</li> <li>- “2 - <b>Substantially</b>” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level</li> <li>- “1 - <b>Partially</b>” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level</li> <li>- “0 - <b>Minimally</b>” means that the school does not provide opportunities for teachers to collaborate by grade or program level</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>8. <u>Lesson Pacing Schedule (K-8)/Intervention (9-12)</u></b>  To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - <b>Fully</b>” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school</li> <li>- “2 - <b>Substantially</b>” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels</li> <li>- “1 - <b>Partially</b>” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels</li> <li>- “0 - <b>Minimally</b>” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p><b>9. <u>Fiscal Support</u></b>  To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> <li>- “3 - <b>Fully</b>” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan</li> <li>- “2 - <b>Substantially</b>” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan</li> <li>- “1 - <b>Partially</b>” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan</li> <li>- “0 - <b>Minimally</b>” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan</li> </ul>	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

## **DATA SUMMARY**

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

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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, if applicable:**

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

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#### **Current-Year Objective 1: Academic Achievement**

Move at least 15% of all students (including AA, L and ELL students) who scored below or at basic levels on the CST in ELA and Math to proficient or better.

In order to achieve this objective, James Denman has implemented placement into the ELA, Math, ELL, GATE, core, and intervention classes based upon assessments and standardized scores. The school has expanded its participation in MSTLI from Math and ELA to also include Science, Social Studies, SPED and PE, where teachers use ongoing assessments to inform and develop instructional strategies to improve learning.

Some of the challenges are placement into elective classes for students who exit the Strategic Reading classes. One way to solve this problem is to convert one of the Strategic classes into an elective class at the end of the fall semester. Another challenge is that some strands have a higher percentage of underachieving students. The school is trying to balance classes more equitably in the non-intervention core and elective classes.

A fulltime Librarian/Literacy Specialist, ELL Resource Teacher, and ELL Para; supplementary materials including assessments, classroom libraries, sets of reading materials, and mathematics manipulatives are aligned school-wide to help with student achievement which also includes stipends for teachers to tutor under-performing students during lunchtime or after school.

Beacon and AACE are two community resources that offer tutoring and other activities to all interested students. The under-performing students are strongly encouraged to participate in one or both of these programs. Although these services are available immediately at the start of school and information is given at "Back-to-School" night, most of the students sign up for the

program after the first six weeks report cards. The school also has a mentor program in which faculty and staff have “adopted” students who need extra support to be successful in school either academically or socially. The students have a person to connect to at school; building a relationship with a trusted adult. Some of the activities are but not limited to tutoring, lunch dates and or checking in with each other.

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**Current-Year Objective 2: School Climate**

Decrease the non-mandatory suspensions by 15% for all student subgroups.

In order to achieve this objective, the teachers participated in professional development workshops to develop their skills in the Salzman Associates “Tools for Schools” Student Behavior Management Strategies. This program helps establish a safe and orderly environment in the classroom and school wide that stops negative behavior, increases learning time, develops positive relationships and teaches students responsibility. Along with the “Tools for Schools” program, the counseling staff provides individual assistance to teachers and students on a weekly basis to aid in the decrease of classroom disruptions and conflict; with alternatives to suspension such as lunchtime detention.

The challenges are being consistent on a school wide basis with expectations and consequences for all students. The school climate committee needs to meet on a regular basis to review, critique, and discuss solutions for specific issues that hinders positive school environment.

Resources (WSF and categorical funds) are being aligned school-wide by hiring a counselor in order to have three counselors to serve the needs of more students; and funding for the “Tools for Schools” program.

The Student Assistance Program (SAP) and Student Success Teams (SST) utilize families, school, district, and community resources (Beacon, AACE, SRO, CMH, SHPD staff) to assess and plan support services for students at risk with related health, safety, academic, and attendance needs. The SAP and SST programs have been successful in providing the students and teachers with individual plans for success.

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**Current-Year Objective 3: Parent Involvement**

James Denman will develop a parent needs assessment survey. At least 10 percent of all parents will return the parent survey.

In order to achieve this objective, the school needs a parent leadership team to help the Parent Liaison prepare a survey with items related to promoting more parent involvement and school improvement.

The challenges are translating the survey into primary languages. The Parent Liaison could contact the District Translation Department. The surveys can be sent home in the Wednesday’s envelopes.

## 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:

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:**

##### English Language Arts

Since 2002, James Denman M.S. AA students have shown a small increase in their gains for Proficient and Above in the CST English Language Arts. In 2002, 8% of AA students scoring at Proficient or Above increased to only 9.2% in 2006. This represents a gap of 14.2% vs. the total school.

Since 2002, ELL students have shown a small increase in their gains for Proficient and Above in the CST English Language Arts. In 2002, 1.6% of ELL students scoring at Proficient or Above increased to only 6.6% in 2006. This represents a gap of 33.8% vs. non ELL.

Since 2002, L students have shown an excellent increase in their gains for Proficient and Above in the CST English Language Arts. In 2002, 9% of L students scoring at Proficient or Above increased to 21.6% in 2006. This represents a gap of 12.3% vs. the total school.

Since 2004, SPED students have shown no increase in their gains for Proficient and Above in the CST English Language Arts. In 2004, 1.5% of SPED students scoring at Proficient or Above remained at 1.5% in 2006. This represents a gap of 36.1% vs. non SPED.

## Mathematics

Since 2002, AA students have show no increase in their gains for Proficient and Above in the CST Mathematics. In 2002, 5,6% of AA students scoring at Proficient or Above decreased to 4.9% in 2006. This represents a gap of 24.2% vs. the total school.

Since 2002, ELL students have shown a slow increase in their gains for Proficient and Above in the CST Mathematics. In 2002, 9.1% of ELL students scoring at Proficient or Above increased to only 13.4% in 2006. This represents a gap of 24.9% vs. non ELL

Since 2002, L students have an excellent increase in their gains for Proficient and Above in the CST Mathematics. In 2002, 5.3% of L students scoring at Proficient or Above increased to 21.4% in 2006. This represents a gap of 11.7% vs. the total school.

Since 2002, SpEd students have shown a small increase in their gains for Proficient and Above in the CST Mathematics. In 2002, 1.9% of SpEd students scoring at Proficient or Above increased to only 3% in 2006. This represents a gap of 34.1% vs. non-SpEd.

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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.]*

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**Objective 1:** Currently, there are 155 students who scored below basic in ELA. The ELA target is to move at least 15% or 24 students to the basic or above basic range by the end of the 2007-2008 school year.

Currently, there are 212 students who scored below basic in Math. The Math target is to move at least 15 % or 32 students to basic or above basic by the end of the 2007-2008 school year.

**Objective 2:** Currently there are 195 students who scored basic in ELA. The ELA target is to move at least 20% or 39 students to the above basic range by the end of the 2007-2008 school year.

Currently, there are 136 students who scored basic in math. The math target is to move at least 15% or 21 students to the above basic range by the end of the 2007-2008 school year.

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### **Key Strategies for Goal 1**

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

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**Key Strategy 1:** **INTERVENTION CLASSES.** Students with scaled a score of 315 or lower on ELA/CST will be assigned to an intervention LA/reading class in

addition to the core LA class for focused instruction in areas of need. Students will have added support and time for strengthening the LA standards using the Prentice Hall LA materials. Reading students will develop phonemic awareness, word study, fluency and reading comprehension. Students testing out of intervention language arts class will be scheduled into an elective class.

Eighth grade students scoring at 2 or below on the Math CST will be assigned a math intervention class in lieu of the core math class. Connecting Math Concepts will be the core text. Students testing out of intervention math class will be scheduled into the core math class.

**Key Strategy 2:**

**DATA-DRIVEN INSTRUCTION & RESEARCH-BASED STRATEGIES.** Teachers, in grade level teams, will use data reports, diagnostic tools, and classroom assessments to identify students who are achieving in the “below average” band in the content clusters of the CST Program. They will identify appropriate remediation, instructional strategies and supplementary materials for AA, ELL, L, and SpEd students.

## **Goal 2: Academic Equity**

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

### **Data Conclusions for Goal 2**

*Questions to cover:*

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

#### **Test Data:**

- James Denman Middle School's Baseline 2006 API was 688.
- James Denman AA students did not perform at or above the District average or show a 5% improvement on the California Standards Test in English Language Arts or Math.
- L students did perform at or above or show a 5% improvement on the California Standards Test in English Language Arts and Math
- ELL students did perform at or above the District average or show a 5% improvement on the California Standards Test in English Language Arts but not in Math.

#### **8<sup>th</sup> Grade "F" Data:**

8% of James Denman Middle School eighth grade students had four or more F's.

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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.]*

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- Objective 1:** By the end of the 2007-2008 school year, all students, particularly AA, L, ELL, and SpEd students, will perform at or above the District average or show 5% improvement on the ELA and Math California Standards Test. 90% of all ELL students will move to the next level on the CELDT Assessment.
- In addition to the core subjects, all students will have access to Visual and performing arts, PE, and computer technology.

**Objective 2:** By the end of the 2007-2008 school year, students at 8<sup>th</sup> grade with four or more F's will decrease by 15%.

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**Key Strategies for Goal 2**

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

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**Key Strategy 1:** **STANDARDS-BASED CORE CURRICULUM.** Teachers will meet by grade level teams and content areas weekly to implement core curriculum and identify common strategies to assist students in achieving standards. Counselors will attend appropriate grade level meetings. The SpEd department will send a representative to each content area and grade level meeting; the SpEd department representatives will report back to the SpEd department twice a month.

**Key Strategy 2:** **EXTENDED LEARNING TIME & INCREASED EDUCATIONAL OPPORTUNITES.** In an effort to reduce the number of F's students may receive, all students will have access to extended learning time and increased educational opportunities.

### **Goal 3: Instruction Improvement**

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

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

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

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#### **Key Findings:**

#### **Test Data:**

Since 2002, James Denman M.S. students have steadily increased their grade level gains for Proficient and Above in the CST English Language Arts. In 2002, 20% of sixth graders scoring at Proficient or Above increased to 33% in 2006. In 2002, 30% of seventh graders scoring at Proficient or Above increased to 40% in 2006. In 2002, 19% of eighth graders scoring at Proficient or Above increased to 29% in 2006.

The trend for CST Math was also the same. In 2002, 24% of sixth graders were scoring at Proficient or Above increased to 30% in 2006. In 2002, 23% of seventh graders were scoring at Proficient or Above increased to 33% in 2006. In 2002, 14% of eighth graders were scoring at Proficient or Above increased to 23% in 2006. In 2002, 64% of eighth graders were scoring Proficient or Above in Algebra increased to 97% in 2006.

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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:** During the 2007-2008 school year, all teachers in all content areas, will utilize reading strategies to access core curriculum. Teachers will use SLI strategies such as “Think Aloud and Talking to the Text”, questioning, summary, and developing schema to ensure equal access for all learners. Teachers will also use “Think, Pair Share” instructional strategy.

**Objective 2:** During the 2007-2008 school year, all teachers in all content areas will implement the Accelerated Reading Program. School-wide assessment of reading comprehension using Accelerated Reader STAR test, will be administered two times a year. Grade level teams to review results and design intervention.

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#### **Key Strategies for Goal 3**

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

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**Key Strategy 1:** **USE OF DATA.** In conjunction with the MSTLI, language arts, math, social studies, science, PE, and special education teachers will use data

from six-week benchmark assessments to identify specific standards that students have not mastered. Focusing on areas of weakness, teachers will reflect on their previous instruction and then develop new lessons/instruction based on student need.

**Key Strategy 2:**      **TEACHER COLLABORATION & PROFESSIONAL DEVELOPMENT.** Teachers and staff will be provided with release time and/or extended hour compensation to participate in collaborative planning, peer coaching, and professional development workshops. Teachers who attend workshops (e.g., QTEL) will present strategies to the rest of the faculty. Administrators and teacher leaders will develop a yearlong PD calendar. Teachers and staff will meet during the summer to plan professional development presentations related to school climate, whole school literacy (e.g., academic language, word walls, SLI strategies), ELA/Math department planning, and SpEd IEPs; presentations will be shared with the faculty in August. Each content area department will meet on a weekly basis throughout the school year.

**Key Strategy 3:**      **ACCELERATED READER.** Once per week, each content area teacher will devote 30 minutes to sustained silent reading using Accelerated Reader appropriate leveled materials.

#### **Goal 4: School Climate**

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

#### **Data Conclusions for Goal 4**

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

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#### **Key Findings:**

##### **Suspension Data:**

- The non-mandatory suspension of AA students was 22 students or 85%.
- The non-mandatory suspension rate of L students was 2 students or 8%.

##### **Classroom Referrals: (Local Data)**

- There were 511 classroom referrals in the 2006-2007 school year.

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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.]*

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**Objective 1:** By the end of the 2007-2008 school year, James Denman Middle School will demonstrate a reduction of non-mandatory suspensions by 15% for all student subgroups.

**Objective 2:** By the end of the 2007-2008 school year, James Denman Middle School will demonstrate a reduction of classroom referrals by 15%.

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#### **Key Strategies for Goal 4**

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

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**Key Strategy 1:** **SALZMAN BEHAVIOR MANAGEMENT STRATEGIES.** All staff members will participate in the Salzman Associates “Tools for Schools” Student Behavior Management Strategies. This program establishes a safe and orderly environment in the classroom and school wide that stops negative behavior, increases learning time, develops positive relationships, and teaches students responsibility. Specific components of the program are: Procedures, Check for Understanding, Positives, Redirect, and Consequences.

**Key Strategy 2:**

**COUNSELING & STUDENT SUPPORT.** Counseling staff will provide individual assistance to teachers and develop a referral system for conflict mediation. Counselors will provide in-class assistance to teachers and students on a weekly basis to aid in decrease of classroom disruptions and conflict. Counselors will use on-site alternatives to suspension such as in school suspension room. The School Climate Committee (consisting of staff, students, and parents) will develop plans to strengthen school spirit, build community, and increase parent involvement.

## **Goal 5: Parent and Community Involvement**

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

### **Data Conclusions related to Goal 5**

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

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#### **Key Findings:**

##### **Local Data:**

- There is a need for improved communication with parents about student progress toward the achievement of standards.
  - There is a lack of parent input and contributions to needs assessments and decision-making situations.
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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:** By the end of the 2007-2008 school year, two parent workshops will be held in helping students at home, homework packet information, student planners, understanding content standards, and health related issues.

**Objective 2:** By January 2008, James Denman will develop a parent needs assessment survey. At least 10 percent of all parents will return the parent survey.

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### **Key Strategies for Goal 5**

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

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**Key Strategy 1:** **PARENT WORKSHOPS.** Parent workshops will be held in helping students at home, homework packet information, health related issues, mathematics, reading, and school climate.

**Key Strategy 2:** **COMMUNICATION WITH PARENTS.** A monthly parent newsletter will be published by the parent liaison. The newsletter will include school programs and policies, articles written by staff members, up-coming school events, and parent workshops. The school will send home notices, parent information, strategies to use at home, and homework packets as appropriate.

**Key Strategy 3:** **PARENT NEEDS ASSESSMENT.** A parent needs assessment will be developed and distributed to parents in January. The results will be analyzed for suggested school program improvement.

## 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 <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: INTERVENTION CLASSES</b></p> <p>Students with scaled a score of 315 or lower on ELA/CST will be assigned to an intervention LA/reading class in addition to the core LA class for focused instruction in areas of need. Students will have added support and time for strengthening the LA standards using the <u>Prentice Hall LA</u> materials. Reading students will develop phonemic awareness, word study, fluency, and reading comprehension. Students testing out of intervention language arts class will be scheduled into an elective class.</p> <p>Eighth grade students scoring at 2 or below on the Math CST will be assigned a math intervention class in lieu of the core math class. Connecting Math Concepts will be the core text. Students testing out of intervention math class will be scheduled into the core math class.</p> <ul style="list-style-type: none"> <li>Special Education students scoring at 2 or below on the ELA and Math CST will receive reading/language arts and/or math</li> </ul>	August	LA Intervention Teacher	77,000	EIA	
	August	Math Intervention Teacher	77,000	EIA	
	August				

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

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



<ul style="list-style-type: none"> <li>Students who demonstrate mastery through CMC exit exam will exit the math intervention program on a semester basis.</li> </ul>	January, June				
<p><b>Key Strategy 2: DATA-DRIVEN INSTRUCTION &amp; RESEARCH-BASED STRATEGIES</b></p> <p>Teachers, in grade level teams, will use data reports, diagnostic tools, and classroom assessments to identify students who are achieving in the “below average” band in the content clusters of the CST Program. They will identify appropriate remediation, instructional strategies and supplementary materials for AA, ELL, L, and Special Education students.</p> <ul style="list-style-type: none"> <li>In conjunction with the MSTLI, language arts, math, social studies, science, PE, and special education teachers will use data from six-week benchmark assessments to identify specific standards that students have not mastered. Focusing on areas of weakness, teachers will reflect on their previous instruction and then develop new lessons/instruction based on student need.</li> <li>At weekly grade level team meetings, the IRF and team members will identify common strategies that will be used consistently throughout the grade level to improve instruction and ensure mastery of standards for all students for instruction such as “Think, Pair, Share,” “Think Alouds,” synthesizing, and schema development. The IRF, A.P., and Principal will do classroom observations and provide feedback to teachers via district classroom observation protocol. Teachers will identify projects and performance tasks that will address learning styles of students.</li> <li>All GATE students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum throughout the day.</li> </ul>	August – June				Teaching & Learning
	August – June				
	August – June				

<ul style="list-style-type: none"> <li>Teachers will schedule parent conferences twice a year, once in November and once in March.</li> </ul>	November, March				
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**Monitoring and Assessment for Goal 1**

*Questions to cover:*

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

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1. Administration will review and monitor pacing assessment results on a six week basis
  2. All intervention language arts, reading, and math teachers will administer six-week assessments to check student progress and determine which students will move forward in the intervention program.
  3. End of year language arts, reading, and math assessments will be used to identify student needs for the next school year for students on all three grade levels.
  4. IRF and after school learning coordinator will review six-week assessments for students in intervention language arts and math classes. Strategies will be developed to provide additional support for these students. Feedback to teachers will be provided by District observation protocol.
  5. Administration will do classroom observations weekly and review of lessons to ensure coordinated use of strategies in all classes.
  6. CELDT, LALAR, and other assessment results will be used to inform appropriate instruction, which includes SDAIE strategies, and native language instruction when possible.
  7. The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines

## 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 <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
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<sup>3</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

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

<p><b>Key Strategy 1: STANDARDS-BASED CORE CURRICULUM</b></p> <p>Teachers will meet by grade level teams and content areas weekly to implement core curriculum and identify common strategies to assist students in achieving standards. Counselors will attend appropriate grade level meetings. The SpEd department will send a representative to each content area and grade level meeting; the SpEd department representatives will report back to the SpEd department twice a month</p> <ul style="list-style-type: none"> <li>Teachers will continue to use language arts, social studies, math, science, and ELL state standards to guide instruction.</li> <li>At monthly grade level team meetings and department meetings, the IRF and team members will identify common strategies that will be used consistently throughout the grade level to improve instruction and ensure mastery of standards for all students for instruction such as “Think, Pair, Share,” “Think Alouds,” synthesizing, and schema development. The IRF, A.P., and Principal will do classroom observations and provide feedback to teachers via district classroom observation protocol. Teachers will identify projects and performance tasks that will address learning styles of students and provide challenges and enrichment for GATE, high potential students, and all students. All teachers will support literacy improvement by incorporating vocabulary development and writing throughout their program.</li> <li>All teachers will use district-adopted materials as their primary source of instruction. Teachers will use curriculum maps and pacing guides to drive instruction aligned with the adopted texts.</li> <li>All students will use technology as a problem-solving tool by using computer applications for project preparation and</li> </ul>	<p>August – June</p> <p>August – June</p> <p>August – June</p> <p>August – June</p>	<p>Department Chair Stipends</p> <p>Textbooks</p> <p>Technology Equipment Technology</p>	<p>3,500</p> <p>2,000</p> <p>32,000 33,555</p>	<p>WSF</p> <p>WSF</p> <p>Sch Imprv Grant Ed Tech Mat</p>	
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<p>implementation. The technology para will assist students in their projects and understanding of the technology software.</p> <ul style="list-style-type: none"> <li>All students will have physical education for one period a day. Students not in a reading/strategic LA class will take exploratory classes, which include art, general music, band, orchestra, and dance classes.</li> <li>All students with disabilities will have core curriculum materials and appropriate supplemental materials. WSF funds will be utilized to purchase supplemental materials.</li> <li>Teachers will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all GATE and High Potential students so they can have full access to the core curriculum.</li> </ul>	<p>August – June</p> <p>August – June</p> <p>August - June</p>	<p>Para</p> <p>Fine Arts Materials, Equipment</p> <p>Special Ed Materials</p>	<p>25,000</p> <p>4,000</p>	<p>Fund</p> <p>Prop H Fund Arts, Music Fund</p> <p>Sp Ed WSF</p>	
<p><b>Key Strategy 2: EXTENDED LEARNING TIME &amp; INCREASED EDUCATIONAL OPPORTUNITES</b></p> <p>In an effort to reduce the number of F’s students may receive, all students will have access to extended learning time and increased educational opportunities.</p> <ul style="list-style-type: none"> <li>Students in danger of failing will be recommended to the after school learning program to receive services in tutoring, counseling, and attendance.</li> <li>Counselors and the after school coordinator will meet monthly to identify students in need of after school tutoring or intervention programs to avoid failing grades. Students will then be put on weekly progress reports to monitor student progress.</li> <li>The SAP/SST committee will meet weekly to assess students who have been referred as potentially at-risk, look at student</li> </ul>	<p>August - June</p> <p>August – June</p> <p>August – June</p>	<p>Counselor</p>	<p>77,000</p>	<p>Targeted Inst Impr Grant</p>	

<p>program placement, make recommendations for program changes or support, and review student progress against access to the Core Curriculum. The IRF will be part of the SST to ensure the inclusion of classroom strategies in the action plan.</p>					
<ul style="list-style-type: none"> <li>The teachers and staff, as part of team meetings and/or through SAP process, will schedule extended learning time and supplemental support programs designed for students who are not demonstrating success in meeting standards. Schedules of student participation and work will be maintained by the after school learning program.</li> </ul>	August – June				
<ul style="list-style-type: none"> <li>Through utilization of student planners, teachers will provide frequent reports to parents related to student progress in addition to regularly scheduled report cards. Daily planners will be monitored in each teacher’s core curriculum class. Information to parents will focus on assessments, achievement data, meeting of standards, and completion of requirements for promotion. Planners will also be used to get questions and comments from parents.</li> </ul>	August – June	Student Planners	4,000	Targeted Inst Impr Grant	
<ul style="list-style-type: none"> <li>Additional supplementary materials will be purchased to provide a variety of content related materials. Materials will be at various reading levels and primary languages. Materials will address identified needs of ELL, GATE, EDY, and Special Education students.</li> </ul>	August – June	Materials	2,000	WSF	
<ul style="list-style-type: none"> <li>Teachers will provide educational field trip opportunities to students to enhance their academic learning in the classroom. Real life experiences will provide enriched activities for students.</li> </ul>	August – June	Field Trips	2,000	WSF	
<ul style="list-style-type: none"> <li>Teachers will provide reports to parents related to student progress in addition to regulary scheduled report cards.</li> </ul>	August – June				

<p>Information to parents will focus on assessments, achievement data, meeting of standards, and completion of requirements for promotion/graduation (progress/interim reports).</p> <ul style="list-style-type: none"> <li>• Interns from the Streetside Stories program will encourage literacy and storytelling by modeling story structure and oral language.</li> <li>• Additional supplementary materials will be purchased to provide a variety of content related materials. Materials will be at various reading levels and primary languages. Materials will address identified needs of ELL, GATE, EDY, and Special Education students.</li> <li>• The school will offer a Family Literacy Night and a Family Math Night.</li> <li>• The principal will distribute homework packets to build students' reading and mathematics skills.</li> <li>• Teachers will offer a tutoring program during lunch and after school for students who need additional support in reading/language arts and/or mathematics.</li> <li>• 7<sup>th</sup> and 8<sup>th</sup> grade students will participate in the career development program.</li> </ul>	January	Streetside Stories	7,200	WSF	St & Fed Dep.
	August - June	Materials and Library Books	5,000	WSF Targeted Inst Impr Grant EIA –Econ Impact Aide	
	March, May	Materials	1,000	WSF	
	February	Homework Packets			
	August – June	Extended Hour Pay	10,000	WSF	
August - June	Materials	To be determined	City College Grant		

### Monitoring and Assessment for Goal 2

*Questions to cover:*

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

- 1 The school will have students participate in performance tasks derived from the core curriculum. These will be consistent in each grade level and content area.
- 2 Counselors will monitor six-week report cards. Counselors will meet with students at risk of failing and provide guidance, progress reports, and parent/guardian conferences.
- 3 All teachers, in grade level teams, will participate in an end of year review of student progress and program recommendation for following year.
- 4 CELDT, LALAR, and other assessment results will be used to inform appropriate instruction, which includes SDAIE strategies, and native language instruction when possible.
- 5 Six-week benchmark assessments in LA, Math, Science, and SS will be administered to all students.
- 6 At the end of the year all students in language arts/reading/math intervention classes will be given the appropriate diagnostic assessment to inform placement decision for the following year.

### 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.

<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>5</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>6</sup>                      Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p><b>Key Strategy 1: USE OF DATA</b>                      In conjunction with the MSTLI, language arts, math, social studies, science, PE, and special education teachers will use data from six-week benchmark assessments to identify specific standards that students have not mastered. Focusing on areas of weakness, teachers will reflect on their previous instruction and then develop new lessons/instruction based on student need.</p> <ul style="list-style-type: none"> <li>• All language arts, math, social studies, science, PE, and special education teachers will plan instruction based on specific standards during each six-week grading period. At the end of each six weeks, teachers will use student data from benchmark assessments to determine how well standards have been taught.</li> <li>• The IRF will work with reading/language arts teachers to review individual student data and diagnostic assessments to identify students’ strengths and needs, and adjust instruction to match assessment results.</li> <li>• School-wide assessment of reading comprehension using Accelerated Reader STAR test will be administered two times a year. IRF will meet with grade level teams to review results and design intervention.</li> </ul>	<p style="text-align: center;">August – June</p> <p style="text-align: center;">August – June</p> <p style="text-align: center;">August – June</p> <p style="text-align: center;">August – June</p>				

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

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

<ul style="list-style-type: none"> <li>In conjunction with the MSTLI, language arts, math, social studies, and science teachers will hold four subject area “data meetings” during the school year. These meetings will be held in addition to regular department meetings. Special education teachers will be invited to attend. At data meetings, teachers will collaboratively examine student achievement on benchmark assessments to identify trends and areas of weakness. Teachers will work together to plan and improve instruction based on student need.</li> </ul>	<p>October, December, February, March</p>				
<p><b>Key Strategy 2: TEACHER COLLABORATION &amp; PROFESSIONAL DEVELOPMENT</b></p> <p>Teachers and staff will be provided with release time and/or extended hour compensation to participate in collaborative planning, peer coaching, and professional development workshops. Teachers who attend workshops (e.g., QTEL) will present strategies to the rest of the faculty. Administrators and teacher leaders will develop a yearlong PD calendar. Teachers and staff will meet during the summer to plan professional development presentations related to school climate, whole school literacy (e.g., academic language, word walls, SLI strategies), ELA/Math department planning, and SpEd IEPs; presentations will be shared with the faculty in August. Each content area department will meet on a weekly basis throughout the school year.</p> <ul style="list-style-type: none"> <li>The instructional reform facilitator (IRF) and teacher leaders will coordinate the implementation of literacy strategies through weekly grade level and content area meetings. The IRF will arrange for model lessons, paired teaching, and individual coaching sessions on the use of these strategies. The principal and assistant principal will visit classrooms to observe for use of SLI strategies such as “Think Aloud,” “Talking to the Text,” and “Think, Pair, Share,” as well as differentiation of instruction to address the individual student</li> </ul>	<p>August – June</p>				

<p>needs of ELL, GATE, Special Education, and EDY students.</p> <ul style="list-style-type: none"> <li>All teachers trained in SLI will implement high leverage metacognitive literacy strategies including “Think, Pair Share,” “Think Alouds,” and “Talking to the Text” for students in all classes and at various levels of reading competency.</li> <li>Teachers in all content areas will utilize reading strategies to access core curriculum. Students will have experiences with non-fiction as well as fiction text. Teachers will use SLI strategies such as questioning, summary, and developing schema to ensure equal access for all learners. Differentiation strategies such as the SLI strategies “Think, Pair, Share,” “Think Aloud,” and “ Talking to the Text” will be fully utilized by <u>both</u> general and special education teachers.</li> <li>All teachers and staff will be provided with release time and funding to participate in focused professional development during the school year and/or through extended calendar hours.</li> <li>Teachers will be provided with release time and extended hour compensation to participate in peer observation/peer coaching and collaborative planning.</li> <li>The Special Education department chair will work with District content specialists to develop academic planning.</li> <li>The Special Education department will send a representative to each content area and grade level meeting. Special Ed teachers will meet together as a department twice a month and report back information from each content area and grade</li> </ul>	<p>August - June</p> <p>August – June</p> <p>August - June</p> <p>August – June</p> <p>August – June</p> <p>August – June</p>	<p>Subs for Release Time</p> <p>Subs for Release Time; Extended Hour Pay</p>	<p>1,500</p> <p>5,000</p>	<p>WSF</p> <p>WSF</p>	
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<p>level meeting.</p> <ul style="list-style-type: none"> <li>Special Education teachers will provide professional development for General Ed teachers regarding IEPs. The professional development will address the behavioral and academic aspects of IEPs and help General Ed teachers better meet the needs of SpEd students in regular classrooms.</li> </ul>	<p>August</p>				
<p><b>Key Strategy 3: ACCELERATED READER</b> Once per week, each content area teacher will devote 30 minutes to sustained silent reading using Accelerated Reader appropriate leveled materials.</p> <ul style="list-style-type: none"> <li>Teachers will administer the STAR reading assessment twice a year and inform students of their reading levels. Students will read during school for 30 minutes each day.</li> </ul>	<p>August - June</p>				

**Monitoring and Assessment for Goal 3**

*Questions to cover:*

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

- 1 The Principal and assistant principal will visit classrooms weekly to observe classroom use of SLI instructional strategies such as “Think, Pair, Share,” “Think Alouds” and “Talking to the Text” and will provide constructive feedback using District observation protocol.
- 2 Benchmark assessments of student progress in Language Arts, Math, Science, and Social Studies, will be done every six weeks for analysis of student progression. For reading comprehension, the STAR Reading Test from Reading Renaissance will used to measure student growth in reading comprehension. These tests are administered after each book read by a student..
- 3 Special Education staff will utilize alternate assessment (CAPA) for all students not taking standardized tests to effectively monitor instruction/growth.

### 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 <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><b>Key Strategy 1: SALZMAN BEHAVIOR MANAGEMENT STRATEGIES</b></p> <p>All staff members will participate in the Salzman Associates “Tools for Schools” Student Behavior Management Strategies. This program establishes a safe and orderly environment in the classroom and school wide that stops negative behavior, increases learning time, develops positive relationships, and teaches students responsibility. Specific components of the program are: Procedures, Check for Understanding, Positives, Redirect, and Consequences.</p> <ul style="list-style-type: none"> <li>• All teachers will post, teach, and enforce the same general school rules. All teachers will utilize consistent consequences when students do not follow rules.</li> <li>• In accordance with Salzman’s Tools for Schools, students can be sent to in-house suspension as a result of certain problem behaviors.</li> </ul>	August- June				
	August – June				
	August - June				

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

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

<p><b>Key Strategy 2: COUNSELING &amp; STUDENT SUPPORT</b>  Counseling staff will provide individual assistance to teachers and develop a referral system for conflict mediation. Counselors will provide in-class assistance to teachers and students on a weekly basis to aid in decrease of classroom disruptions and conflict. Counselors will use on-site alternatives to suspension such as lunch detention. The School Climate Committee will develop plans to strengthen school spirit, build community, and increase parent involvement.</p> <ul style="list-style-type: none"> <li>• All staff will attend professional development on district and site behavioral policies, supervision procedures, conflict resolution, and safety procedures.</li> <li>• Administrative staff, counseling staff, and SHPD staff will provide or coordinate professional development in Positive Youth Development, violence prevention, DAT use prevention, alternatives to suspension, school behavior procedures, and classroom management by teachers.</li> <li>• <b>Student Assistance Program (SAP) and Student Success Teams (SST)</b> will convene, roles assigned by principal. Program will work with staff and community agencies and services (Beacon, SRO, CMH, SHPD staff) to assess and plan support services for at-risk youth related to health, safety, academic, and attendance needs.</li> <li>• The counseling department will be an integral part of the crisis response team. Counselors will counsel students on issues of harassment, death, sexual assault, and child protection.</li> <li>• Student Handbook will be reviewed with students, highlighting all school and district policies.</li> <li>• Anti-Bullying Education curriculum will be implemented</li> </ul>	<p>August – June</p> <p>August</p> <p>August January</p> <p>August – June</p> <p>August – June</p> <p>August, February</p>	<p>Counselor</p>	<p>77,000</p>	<p>Targeted Inst Impr Grant</p>	<p>SHPD</p>
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school wide in the Fall '07 through social studies classes. 6 <sup>th</sup> graders will receive a full two-day unit in the fall, while the rest of the school will receive booster lessons attached to previously taught lessons.	August – June				
• Healthy School Team will coordinate monthly health awareness activities.	August – June				
• Ally Club will continue monthly meetings to promote respect and understanding among diverse groups at school.	August – June				
• Monthly communications will provide information on positive youth development, safety, health, behavioral policies, conflict resolution, violence prevention, and DAT use and prevention.	August – June	Materials for parent info packets	500	WSF	
• Counseling staff, SHPD staff, and parent liaison will provide parents with information about available community resources.	August – June	Info on Resources	500	WSF	
• The School Climate Committee (consisting of staff, students, and parents) will develop plans to strengthen school spirit, build community, and increase parent involvement.	August - June				

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

*Questions to cover:*

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

1. Principal will review monthly crime, suspension, and attendance statistics and provide relevant findings or trends to staff and support providers.
2. SST coordinator will conduct six-week review of SST/SAP logs for use of support services
3. Counselors and SHPD staff will assist in evaluation of research-based curriculum (Second Step/Project Alert) implementation.
4. Principal will supervise and evaluate staff assigned to supervision.



**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 <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
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<sup>9</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.  
<sup>10</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p><b>Key Strategy 1: PARENT WORKSHOPS</b>  Parent workshops will be held in helping students at home, homework packet information, health related issues, mathematics, reading, and school climate.</p> <ul style="list-style-type: none"> <li>• Parent workshops will be held in helping students at home, homework packet information, health related issues, mathematics, and reading high leverage activities</li> <li>• Workshops will be provided to parents in mathematics and language arts materials with suggestions for working with children at home. This will occur during mathematics and literacy nights.</li> <li>• The parent liaison will maintain a Parent Room containing resources, information, and a meeting space for regular parent meetings and educational opportunities.</li> <li>• Counselors and parent liaison will provide parents with opportunities to attend programs/workshops that will support student learning, health, and development. These will include partnership activities with the public library, Columbia Boys and Girls Club, and the YMCA.</li> <li>• The school will recruit parents to participate in SSC, ELAC, and SAC elections to be held in the fall.</li> <li>• SSC, ELAC, and SAC meeting will be held once a month.</li> <li>• GAC parent representatives will be actively involved in the planning, implementation, and monitoring of the GATE program.</li> <li>• During PTA meetings and/or parent workshops, the Parent Liaison and parents will discuss topics covered during faculty</li> </ul>	<p>August – June</p> <p>September, January</p> <p>August – June</p> <p>August – June</p> <p>September</p> <p>Sept. - May</p> <p>August – June</p> <p>August – June</p>				
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<p>professional development.</p> <ul style="list-style-type: none"><li>• The School Climate Committee will communicate with parents during PTA meetings and parent workshops regarding school spirit, community building, and parent involvement.</li></ul>	August – June				
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<p><b>Key Strategy 2: COMMUNICATION WITH PARENTS</b> A monthly parent newsletter will be published by the parent liaison.</p> <ul style="list-style-type: none"> <li>• The newsletter will include school programs and polices, articles written by staff members, up-coming school events, and parent workshops.</li> <li>• The school will send home notices, parent information, strategies to use at home, and homework packets as appropriate.</li> <li>• The school will use Student Planners to check students' work progress, answer parent questions, and review parent comments and suggestions.</li> <li>• After each report card period, parents will receive information related to student progress. At-risk students will be monitored by grade-level counselors, student advisor, and parent liaison, who will arrange for SSTs, parent conferences, and progress reports as needed.</li> <li>• Teachers will schedule parent conferences twice a year, once in November an once in March.</li> <li>• Translators will be available at all parent meetings; written communications such as newsletters and ballots will be translated for parents.</li> <li>• Teacher/parent communication logs will be used as necessary when communicating between teacher and parent.</li> </ul>	<p>August – June</p> <p>August – June</p> <p>August – June</p> <p>August – June</p> <p>August – June</p> <p>November March</p> <p>August – June</p> <p>August - June</p>	<p>Postage</p>	<p>1,500</p>	<p>WSF.</p>	<p>Translation Dept</p>
<p><b>Key Strategy 3: PARENT NEEDS ASSESSMENT</b> A parent needs assessment will be developed and distributed to parents in January. The results will be analyzed for suggested</p>	<p>January</p>				

school program improvement.					
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**Monitoring and Assessment for Goal 5**

*Questions to cover:*

- 1. *How will the school monitor implementation of the high leverage activities above?*
  - 2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
  - 3. *What data will be collected to measure progress?*
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- 1 Parent questions/ surveys will be included, monthly, in “Wednesday Envelopes.”
- 2 School will document and monitor attendance at parent workshops/conferences.
- 3. School will develop a parent needs assessment survey. At least 10 percent of all parents will return the parent survey.

## School Site Council (SSC) Membership

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School	Parent or	Secondary Student	Date Elected
Gary Pacini		X					n/a
Amy Busch			X				10/6/06
Linda Galassi			X				10/6/06
Robin Scrivner			X				10/6/06
John Spicer			X				10/6/06
Virginia Daws				X			10/6/06
Linda Auerbach					X		10/6/06
Allen Kato					X		10/7/05
Pamela Pullen					X		10/7/05
Ivy Ouyang						X	10/6/06
Alonzo Sweets						X	10/6/06
Jonisha Gallow						X	10/6/06
Numbers of members of each category		1	4	1	3	3	

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

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

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

## English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Robin Scrivner			X					10/6/06
Marsiella Carillo					X			10/6/06
Numbers of members of each category			1		1			

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

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

### School Advisory Committee (SAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Amy Busch			X				
Linda Auerbach				X			
Allen Kato				X			
Numbers of members of each category			1	2			

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

