

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

John Muir Elementary
School

CDS Code

April 13, 2007
Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ACADEMIC PROGRAM SURVEY

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

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

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

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

<p>1. Instructional Program</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"> – “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math – “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <p>Intervention</p>
<p>2. Instructional Time</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"> – “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students – “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students – “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students – “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<p>ELA 3 2 1 0</p> <hr/> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <p>Math: 3 2 1 0</p> <p>Intervention</p>
<p>3. Principals’ Instructional Leadership</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"> – “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum – “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year – “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 – “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities</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"> – “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 – “2 - Substantially” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year – “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training – “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p>

<p>5. Student Achievement Monitoring System(s) To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction - “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u> - “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered - “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>6. Ongoing Instructional Assistance and Support for Teachers To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials - “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers - “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers - “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school - “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels - “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels - “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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?**

Current-Year Objective 1: 25% of English Language Learners will meet Annual Measurable Objectives (Ammo's) targets on the California Language Development Test; Students will show 1 year's growth during 2007 – 2008 academic years as evidenced by the CST.

Key Strategies:

- Implementation of the K – 5 ELD Rigby Program 30 minutes daily
- Administer CELDT, LALAR and other ELD assessments
- Bilingual teachers grades K – 5 Implementation of the BBG
- Grades K – 2 with implement HM Lectura

Challenges/Barriers:

- Ongoing Professional Development to implement the ELD and ELL programs to support student achievement.
- Hiring Highly Qualified Staff
- Coordinating all testing
- Split grades
- Time to cover all subject areas

Overcoming Challenges:

- Working with District's Content Specialist (this is a work in progress)

Resources:

- All students have access to supplemental materials
- Instructional materials and supplies (WSF)
- Supplemental materials Reading and Math (Title I)
- Paraprofessionals (SBCP, Consent Decree)
- Professional Collaboration/Professional Development (Title I, SI, WSF, Consent Decree)
- Outreach Coordinator (Title I)
- Field Trips (Consent Decree)
- Translation (WSF)

Current-Year Objective 2: To move at least 25% of 22 students to the basic or above basic range in ELA

Key Strategies:

- All K- 5 teachers will identify 4 focal students and meet bi-weekly to review progress and improve achievement
- Teacher's grades 2 – 4 will provide students with 30 additional minutes of Fluency and comprehension practice using the Reading First Leveled Fluency Packet and the HM Reader daily.
- All teacher will enhance vocabulary and reading comprehension skills by utilizing the HM Reading Program and differentiation strategies for all students by providing lessons using instructional strategies that include, Focus Approach, Frontloading and SADIE
- Provide all teachers with Professional Development using instructional strategies identified above.
- Class size reduction grades 4 and 5

Challenges/Barriers:

- Providing professional development to teachers hired throughout the academic year.
- Time for all core subjects
- Assistance with school wide mathematics program
- Parent involvement
- Availability of District Support: Sped Content Specialist, Psychologist.

Resources:

- All students have access to supplemental materials
- Instructional materials and supplies (WSF)
- Supplemental materials Reading and Math (Title I)
- Paraprofessionals (SBCP, Consent Decree)
- Professional Collaboration/Professional Development (Title I, SI, WSF, Consent Decree)
- Outreach Coordinator (Title I)
- Field Trips (Consent Decree)
- Translation (WSF)

Community/Family/District:

- Beacon After-School Homework and Reading Support
- CPUC partnership to provide bi-weekly classroom tutors
- Tzu Chi partnership to provide weekly classroom tutors in mathematics and reading
- Sacred Heart Student Tutorial/partnership writing with grade 5 students
- Heller Erhman partnership in writing with grades 3 – 5 – Monthly Pen Pal
- Title 1 Tutors in reading and math grades K-5

Impact:

- Based on HM SCOE data we have seen an increase in comprehension for grades 3 – 5
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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.

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

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

Key Findings:

In both English Language Arts and Math Grade 2 had the lowest performance compared to other grade levels. Proficient and above **8.3% (English Language Arts) and 11.1% (Math)**.

In order to narrow the performance gaps, we will focus on monitoring students from Below Basic to Basic and from Basic to Proficient.

In 2005/2006, 26% of 50 students or 13 students moved from below basic to basic or above basic in English Language Arts (ELA).

In 2005/2006, 20% of 40 students or 8 students moved from below basic to basic in Math.

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: Grade 2 performance will improve to match the other grades.

Objective 2: At least 25% of the students who are below basic will move to basic and 25% scoring at basic will move to proficient.

Key Strategies for Goal 1

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

Key Strategy 1: More professional development and in-class support for Grade 2 teachers and students.

Key Strategy 2: Tutoring

Key Strategy 3: Focused approach implementation in order to help access Houghton Mifflin Language Arts.

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?

Key Findings: We currently have a GATE, ELD, and K through 5 Spanish Bilingual Program.

- 13/250 students are identified as GATE, 54% African American 46% Latino 1% Asian/Pacific Islanders. No students were identified for the 2005-2006 school year.
- 12.1% of our ELL students grade 2-5 score At or Above Proficient in English Language Arts and 21.2% of our ELL students grade 2-5 score At or Above Proficient in Mathematics as evidenced by the CST.
- 7.7% of our SPED students grade 2-5 score At or Above Proficient in English Language Arts and 15.4% of our SPED students grades 2-5 score At or Above Proficient in Mathematics as evidence by the CST.

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: 25% of English Language Learners (ELL) will meet Annual Measurable Objectives (AMO's) targets on the California Language Development Test; Students will show 1 year's growth during 2007 – 2008 academic year as evidenced by the CST.

Objective 2: 10% of Special Education population will move to a performance level of proficient.

Key Strategies for Goal 2

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

Key Strategy 1:

- All ELL students will receive 30 minutes of ELD instruction differentiated by Language Proficiency levels (Rigby)

Key Strategy 2:

- Ongoing professional development for Building Biliteracy Guide (BBG) (Houghton Mifflin Lectura/Reading) Implementation will be imbedded in Spanish bilingual classroom instruction (K-3).

Key Strategy 3:

- SPED teacher will use school-wide assessments, data and meeting with grade level colleagues to access Houghton Mifflin Language Arts.
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Goal 3: Instruction Improvement

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

Data Conclusions related to Goal 3

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

Key Findings:

Analyzing API growth results shows that the school has had a negative trend, not meeting API targets for the past three years.

API:	Year	Target	Actual Growth
	2002/03	10	53 Points
	2003/04	7	-18 Points
	2004/05	9	6 Points
	2005/06	8	-30 Points

The school has not met AYP targets for the last three years. Last year, we missed our AYP target in the area of English Language Arts. Our goal was 26% and we performed at 22% Proficient and Above in English Language Arts.

Key Objectives for Goal 3

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

Objective 1: To meet or exceed API growth targets

Objective 2: To show 5% improvement with all subgroups in English Language Arts

Key Strategies for Goal 3

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

Key Strategy 1:

- All teachers will fully implement Houghton Mifflin Reading First program and will specifically implement, i.e., Universal Access time, Focus walls, etc.

Key Strategy 2:

- Ongoing Professional Development and grade level collaboration in order to implement a more cohesive program.

Goal 4: School Climate

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

Data Conclusions for Goal 4

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

Key Findings:

- The data patterns regarding efforts to maintain a safe learning environment due to student behavior are as follows:

Referral to the Counseling Center for the academic years **2005 – 2006** were **262**; for **2004 – 2005**, **247**- reflecting an increase of **15** student referrals to the counseling center.

- The **2005 – 2006** attendance rate was **93.14%**, which reflects a **1.25%** increase from the previous year (**2004 – 2005**, **91.89%**)
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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: To decrease student referrals to the counseling center by 25%.

Objective 2: To improve attendance rate by 1.5% yearly until reaching the District's goal of 95%.

Key Strategies for Goal 4

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

Key Strategy 1:

- Develop and implement a School-Wide Behavior Management Plan that utilizes the “**Too Good for Violence**” program, “**40 Development Assets**,” and **Omega Kid program** that will recognize and reward positive behavior and good choices, communicate the plan, policies & procedures to parents and caregivers during Back to School Night and throughout the year as needed.

Key Strategy 2:

- Provide Staff Development training workshops on the “**Too Good**” program, ‘**Omega**’ and ‘**Asset Building**’; create school-wide opportunities to demonstrate progress (i.e., bulletin boards, assemblies).

Key Strategy 3:

- Monitor and analyze attendance data on a daily and monthly basis.
 - Track attendance in the SIS system and use the district’s truancy program to inform the district, staff, and individual families of habitually truant students
 - SART team will meet on a regular basis to address on-going attendance issues
 - Parent attendance seminars and SST’s will be held as needed to address concerns regarding habitually truant students
 - Recognize perfect attendance quarterly in the morning circle
 - Target three classrooms with low attendance for positive incentives program
 - Using the ‘**40 Development Assets**’ as a model, we will identify chronic truant students and have daily checks and positive incentives for students to form a positive connection with the school and improve attendance.

Goal 5: Parent and Community Involvement

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

Data Conclusions related to Goal 5

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

Key Findings:

- Need to increase efforts for parent recruitment for SSC and ELAC Committees. Training available through SFUSD Program
- Communication with Parents through a bi-weekly, Spanish bilingual newsletter
- News board for Parents listing school activities, events, community resources available. Parents’ Room keeps updated information.
- Parent Education Workshops offered monthly.
- Parents’ Tuesday Coffee, informal parents’ gathering in Parents’ Room. Presentation of useful information to parents from community, teachers, and principal whenever possible.

Key Objectives for Goal 5

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

Objective 1: Identify parents as leaders and room parents.

Objective 2: Increase Parent Attendance to school events and meetings.

Objective 3: In collaboration with PTA and school volunteers provide support to Parents’ groups.

Key Strategies for Goal 5

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

Key Strategy 1: Teachers will provide the name of at least two parents from their class who could become leaders or active participants in the school. Parent Liaison will establish contact. Special meetings for Parent Leadership will be developed.

Key Strategy 2: Calendar of events and dates will be available for parents to participate. Parents and volunteers will be invited to work on copying, collating and distributing informational material. Refreshments, translation and childcare will be provided with the support of PTA.

Key Strategy 3: PTA will work on search of funds, grants, donations to support the financial needs of parent meetings. Parents will be encouraged to participate in working with our community volunteers. Training for parents interested in taking leadership positions will be provided.

ACTION PLAN

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

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: High leverage activities – Teachers will analyze CST and other school wide benchmark assessments to inform instructional and curricular decisions.	August -June			
Key Strategy 2: High leverage activities – Grade level collaboration will focus on: <ul style="list-style-type: none"> • Administration and analysis of the SCOE comprehensive literacy benchmark assessment. • Identifying key instructional strategies • Identifying professional development • Classroom support 	September - June			
Key Strategy 3: High leverage activities – Literacy Specialist will facilitate: <ul style="list-style-type: none"> • Houghton Mifflin Diagnostic Tests • Students identified as Strategic and Intensive will participate in an additional 30 minutes of small group intervention programs in both reading and mathematics daily. • Provide Professional Development to all staff including paraprofessionals. 	September - June	\$77,702 \$61,652	Targeted Instruction Targeted Instruction/ Title I	
Key Strategy 4: High leverage activities – Each teacher will: <ul style="list-style-type: none"> • Identify 4 (Focal) students performing in Basic as evidenced by the 2006 – 2007 CST results in English Language Arts and Mathematics and construct a plan for accelerating student achievement. 	September - June			
Key Strategy 5: High leverage activities – All teachers will: <ul style="list-style-type: none"> • Attend AB466 	June 2007			Reading Coach

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?

- Monitoring and Evaluating:** 1) Teachers will administer 6 week SCOE and the District Mathematics Formative Assessments to Analyze and monitor student achievement.
 2) Literacy Specialist will assist in the implementation of the Houghton Mifflin Diagnostic test three times.

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

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

Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: <ul style="list-style-type: none"> All teachers will analyze CELDT data to identify student English proficiency levels. Students will be grouped according to English Proficiency levels and receive 30 minutes daily of ELD Rigby Program. All K-5 Bilingual teachers will participate in ongoing professional development for BBG All teachers K-5 will receive professional development in implementing the Focus Approach 	Sept – Nov. Sept – May Sept - May		Program Impr. (Title I)	Multilingual Reading First Coach
Key Strategy 2: <ul style="list-style-type: none"> RSP Daily instruction will include HM leveled readers 	Sept. - June			SPED Content Specialist
Key Strategy 3: <ul style="list-style-type: none"> All teachers will analyze CELDT data to identify student English proficiency levels. Students will be grouped according to English Proficiency levels and receive 30 minutes daily of ELD Rigby Program. All K-5 Bilingual teachers will participate in ongoing professional development for BBG All teachers K-5 will receive professional development in implementing the Focus Approach 	Sept – May Nov – May Nov - May	\$6,647 (Extended hours)	Program Impr. (Title I)	Multilingual Reading Coach

Monitoring and Assessment for Goal 2

Questions to cover:

- 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?

- All teachers of EL students will administer the CELDT, LALAR and other ELD assessments.
- All teachers will adhere to the site, district assessment schedules

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

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

Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: <ul style="list-style-type: none"> • AB466 and District Writing professional development will be available for all teachers to attend • Students scoring below grade level on HM leveled passages assessment (Below and Far Below Basic will receive 30 additional minutes in small group intervention for mathematics and reading) • All teachers will enhance vocabulary and reading comprehension skills by utilizing the HM Reading Program and differentiation strategies for all students by providing lessons using instructional strategies that include, Focus Approach, Frontloading and SADIE. • Grade levels implement ROCI/Reading First SCOE 6 week cycles of inquiry to analyze student work and improve instructional practices and implement. • All teacher’s grades 1 – 5 will implement all District Writing Plan Elements. Teacher’s grades 2 – 4 will provide students with 30 additional minutes of Fluency and comprehension practice using the Reading First Leveled Fluency Packets and the HM readers during Universal Access Time. • Students will receive 30 minutes per day to improve comprehension and Fluency • Class size reduction for grades 4 and 5. 	August	\$6,647 (Extended hours)	Program Impr. (Title I)	Reading First Coach
	Oct - May			
	Sept – May			
	Sept – May			
	Sept – May			
Sept - May	Targeted Inst.			
Key Strategy 2: <ul style="list-style-type: none"> • All teachers will use the SFUSD Harcourt Math Pacing guide to pace instruction • Grade Level Collaboration using ongoing formative assessments, Harcourt Math Assessments 				District Math Content Specialist

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?

- Teachers will administer 6 week SCOE and the District Mathematics Formative Assessments to analyze and monitor ongoing student achievement.
- All K-5 teachers will identify 4 focal students, meet bi-weekly to review progress and improve student achievement.
- Grades 2 – 5 teachers will administer the Houghton Mifflin Diagnostic Test 3 times yearly.

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

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

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: School wide Behavior Management Plan will be developed and implemented. <ul style="list-style-type: none"> • Omega/School Climate committee will develop and implement school wide behavior management plan while staff and students participate in self esteem building activities (i.e., Omega Kids, '40 Development Assets, Student Council) • Implement Classroom Management Plans, update and review student emergency cards and procedures quarterly and conduct safety drills monthly. • COST and Omega Climate Committee will meet weekly to discuss student concerns and follow upon Behavior Plans • Conduct Omega Kid instruction for K-3, Social Skills and Anger Management groups weekly. 	August - June Monthly Weekly Weekly			
Key Strategy 2: Staff will participate in training and workshops that support professional growth in the areas of community building, classroom management, safety, security and emergency procedures; <ul style="list-style-type: none"> • Staff will participate in community building, classroom management, violence prevention/intervention, PD workshops (i.e. Omega, Building Assets, Virtues, Too Good for Violence) • The COST Team will provide staff support for student behavior and classroom management. 	Monthly Monthly	\$5,000 (Extended hours)	Targeted Inst. Title I	
Key Strategy 3: Communicate school wide Behavior Management Plan, policy and procedures to parents and caregivers <ul style="list-style-type: none"> • Back to School Night will be utilized to promote school wide expectations • Wednesday weekly communications will be distributed. • Parent Club and PTA will recruit volunteers • Translation services will be provided at Parent Meetings. 	September Weekly August – June August – June	\$665	Title I	
Key Strategy 4: Auxiliary services for students and parents <ul style="list-style-type: none"> • On-site after school program will ensure safe climate and school expectations via Staff, COST and SST meetings. • LSP and ORC will provide counseling services for special needs students 	August – June August – June			
Key Strategy 5: To address attendance the School wide Behavior Management Plan will be utilized to support and improve student attendance and reduce referrals to the counseling office. <ul style="list-style-type: none"> • Implement positive incentives for excellence in attendance and attendance improvement in classrooms. 	Monthly			
Key Strategy 6: Monitor and analyze attendance data on a daily and monthly basis <ul style="list-style-type: none"> • Utilize SIS and District Truancy Program to track and inform staff and families of truancy. • SART Team will meet regularly to address on-going attendance issues • Parent seminars will be held to address SST attendance truancy. 	August – June August – June 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?

Monthly attendance reports and referral data will be collected and analyzed.

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

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

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: <ul style="list-style-type: none"> • High leverage activities – Parent Liaison will create a Spanish bilingual Monthly Calendar of Events that will be added to the Wednesday envelope and sent home with students. • High leverage activities – Monthly Parent Meetings will provide Spanish translation, childcare and refreshments. 	Sept - May	\$665	Title I	
Key Strategy 2: High leverage activities - Parent Liaison will create, disseminate and review a parent survey asking parents to identify areas of interest and issues about helping their children succeed. Parents will be provided with workshops that will enable them to help support student achievement and access community resources.		\$665	Title I	
Key Strategy 3: High leverage activities – A group of room parent/parent leaders will be identified to meet bimonthly. Parent Liaison, teachers and staff will work together in identifying parents. Parent leaders will receive training to develop their leadership skills, learn how they can be part of their children’s academic success and later on share with other parents. Parents will discuss activities that will promote parent participation in the school.				

Monitoring and Assessment for Goal 5

Questions to cover:

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

1. **Monitoring:** SSC will review quarterly progress to achieve parental involvement as specified in Strategy 2 and Strategy 3.
2. **Evaluation:** Parents will complete an end of the year evaluation.
3. **Measuring:** Collection of attendance sign-in sheets to parent meetings/workshop; returned parent surveys.

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

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

School Site Council (SSC) Membership

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Alene Wheaton		X					
Andrea James				X			
Claudia Singer			X				
Rena Vilt			X				
Mildred Hale			X				
Juanita Wilson				X			
Sheryl Davis					X		
Alan Callahan					X		
Mattie Goodman Moore					X		
Michael Rivera					X		
Luis Sanchez	Alternate						
Diana Loggins	Alternate						
Mary Turner	Alternate						
Richard Johnson	Alternate						
Numbers of members of each category		1	3	2	4		

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

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

- *Add one or more "non-school site 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
Alene Wheaton		X						
Maria Patino					X			
Maria Hernandez (Lupita)					X			
Carmela Cruz					X			
Imelda Arrona					X			
Numbers of members of each category		1			4			

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

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

School Advisory Committee (SAC) Membership

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

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

Recommendations and Assurances

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

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

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

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

Attested:

Alene Wheaton		
Typed name of school principal	Signature of school principal	Date
Alan Callahan		
Typed name of SSC chairperson	Signature of SSC chairperson	Date