

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Junipero Serra Elementary
School

38-68478-6041289
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>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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>ELA</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math Intervention</td> <td>3</td> <td>2</td> <td>1</td> <td>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>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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>ELA</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Intervention</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Math:</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math:</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Intervention</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	ELA	3	2	1	0	ELA	3	2	1	0	Intervention					Math:	3	2	1	0	Math:	3	2	1	0	Intervention				
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<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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0																				
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<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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0																				
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<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 year:

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

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

Current-Year Objective 1: (Academic Achievement – Closing the Achievement Gap)

- a. 25% more Latino students (6 more students) will achieve At or Above Proficient on the CST in ELA and Math in order to meet the statewide 2007 AYP academic performance target of 24.5% proficiency.
- b. 25% more EL Learners (5 more students) will achieve Proficient or Above on the CST ELA in order to meet the statewide 2006 AYP academic performance target of 24.5% proficiency.

Key Strategies and High-Leverage activities that are being implemented in order to achieve objective:

- J Serra is using the Results Oriented Cycle of Inquiry (ROCI) process to deliver strategic instruction to focal students. The focus is on Differentiated Instruction (Universal Access)
- The After School Success Club has a component that tutors targeted students in Phonics, Vocabulary, and Comprehension.
- The Resource Specialist provides at-risk services to students who are performing below basic but do not qualify for Special Ed. Services or students who have been identified as needing small group instruction to achieve.
- EL students have been clustered at each grade level and all EL students are receiving ELD instruction at their language level with the goal of moving them to the next language level. A team of teachers attended the Susana Dutro ELD training and will inservice the other teachers on high leverage instructional strategies.

Challenges facing the school and strategies to overcome the challenges:

- The ROCI process was not aligned with the requirements of the Reading First program and thus required extensive time out of the classroom for teachers.
- The observation format for the ROCI process needs to be more relevant to teacher needs.
- Differentiated Instruction continues to be difficult for teachers to implement.

Resources, services and supports to enable students to meet objectives:

In partnership with Partners In School Innovation organization, teachers are using the ROCI process to focus their instruction on focal students (students who need to close the achievement gap)

Additional family, school, district and community resources used to assist under-performing students and their impact:

The IRF and the Reading Coach (Reading First) work together with teachers to reflect and improve their instructional practices.

The Learning Support Consultant, the Nurse and the Elementary Advisor all assist students and their families with student wellness issues.

The Parent Liaison has encouraged parents (especially the Spanish-speaking parents) to be more involved in their children's education.

Current-Year Objective 2: (Initiatives to Improve Instruction)

Junipero Serra will meet the school-wide API growth target of 710 by moving at least 20% of students in the academic areas at basic to the above basic range on the California Standards Test (CST) in English Language Arts (ELA) and Math. The ELA target is to move 10 students to the or above basic range. The Math target is to move 5 students to the above basic range.

Key Strategies and High-Leverage activities that are being implemented in order to achieve objective:

Reading First J. Serra continues to focus on the:

1. Full implementation of the Houghton Mifflin ELA Program (Reading First) using the strategies of Universal Access, Focused Approach, with a focus on Oral Language, Reading Fluency, Vocabulary, Comprehension and Writing.
2. Full implementation of the District Math Pacing Guide using the adopted Harcourt Math Program, supported by hands-on Math activities and Mathematics Problem Solving instructional strategies school-wide with a focus on Number Sense, Measurement, Geometry, and Algebra.
3. School-wide implementation of the strategies of Interactive Writing and Interactive Editing in order to improve student achievement in ELA.
4. School-wide focus on the instruction of Science with an emphasis on content vocabulary and comprehension.

Challenges facing the school and strategies to overcome the challenges:

- Integrating ROCI and Reading First into a coherent process that does not overwhelm all other curriculum areas.
- Since the concentration has been on the ROCI process, limited focus has been placed on Science vocabulary. Specific vocabulary development (antonyms, synonyms, multiple meaning words) in Language Arts has been a focus in the intensive grade levels.

Resources, services and supports to enable students to meet objectives:

IRF, Reading Coach have been invaluable in their coaching and leadership in the ROCI process.

Additional family, school, district and community resources used to assist under-performing students and their impact:

Current-Year Objective 3: (School Climate)

J. Serra will continue to improve school climate and create a stronger sense of community in classrooms and school-wide with the use of the Caring School Community Program and motivational activities. Each month, the fighting and put-downs will be reduced by at least 5%.

Key Strategies and High-Leverage activities that are being implemented in order to achieve objective:

- School-wide class meetings
- Conflict Resolution
- Cross-age Buddies
- Home-side Activities

Challenges facing the school and strategies to overcome the challenges:

- Consistency in the implementation of class meetings
- Parent participation in Home-side Activities

Resources, services and supports to enable students to meet objectives:

CSC Teacher Leaders
CSC Program resources

Additional family, school, district and community resources used to assist under-performing students and their impact:

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:

Only 22.7% of the Latino students performed At or Above Proficient Level in English Language Arts compared to 33.8% of the school-wide population. 25.0% of African-American students performed At or Above Proficient Level in English Language Arts.

The percentage of AA students At or Above Proficient Level has consistently improved in the past 5 years, but the progress of L and ELL students has been flat after an initial increase in 2003.

Although J. Serra students met the AYP target in Math, only 31.3% of AA students performed At or Above Proficient Level in Math compared to 55.0% of the school-wide population.

The focus for J. Serra is to close the achievement gap for Latino and EL students in ELA and for AA students 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:

- a. At least 30% more of Latino and AA students will achieve At or Above Proficient level on the CST in ELA and Math in order to meet the statewide 2007 AYP academic performance target of 34.0% proficiency.
- b. At least 30% more of EL students will achieve At or Above Proficient or Above on the CST ELA in order to meet the statewide 2007 AYP academic performance target of 34.0% proficiency.

Objective 2:

30 % more L, AA and EL students (11 more students) at the Below Basic level on the CST in ELA and Math will achieve at the At or Above Basic level on the CST.

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:

Using the **Results Oriented Cycle of Inquiry (ROCI) process**, **Focal students (L and AA)** will be targeted for extra teacher assistance using the strategies of **Differentiated Instruction (Universal Access)** and the **Focused Approach** in order to move them to the next level. Specific instructional strategies to address focal standards (high leverage standards will be agreed upon at Grade Level meetings and implemented during UA time. Individual student results from the **OARS assessment (Reading and Math) and authentic classrooms assessments** will be used to monitor student progress will be implemented in the classrooms.

Key Strategy 2:

AA, L, and ELL students at basic or below basic in Reading and Math on the CST will be given structured tutoring on Phonics, Comprehension and Math in the **After-School Success Club** at least 2 days a week.

Key Strategy 3:

Students identified as “at risk” will be referred to the SST Team to identify modifications and strategies to improve their achievement and/or inclusion in the After-School Success Club.

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:

- EL:** 54.89% of J. Serra's student population are EL Learners. 20.0% of our EL students gained a level on the CELDT test. 61.43% stayed the same and 13% showed a loss of level on the CELDT.
- *GATE:** 4% of the students (9 students) at J. Serra are identified as GATE and High Potential.
- *SPECIAL NEEDS:** 12% of the student population receive Special Ed. Services.)
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Key Objectives for Goal 2

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

Objective 1:

- At least 30% of EL students will gain a level on the CELDT test.
- J. Serra will increase by 50% (5 more students) the identification of under-represented students as GATE and High Potential at Grades 3, 4 and 5 for 2007-2008.
- All Special Ed. Students will demonstrate at least 1 year of academic growth on the CST.

Objective 2: Site Special Education services and the Resource Specialist will support identified and at-risk students in accessing the core curriculum through adapted and modified curriculum and instruction. At least 20% of the students in the SED class will be mainstreamed for part of the day.

Objective 3: ELL, GATE, and Special Ed. students will have access to a comprehensive education in the Core Curriculum areas.

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:

- a. **English learners (ELs)** will be clustered at each grade level and provided with 30 mins./day or 150 minutes per week of structured English language development (ELD) instruction using **the ELD supplementary program** based on ELD standards and appropriate for their identified levels of language proficiency.
- b. Using the strategy of Differentiated Instruction, students who are identified as GATE and High Potential will be provided with higher level curriculum that will challenge their potential.

Key Strategy 2:

Special Ed. Teachers will plan with other teachers at the 3rd and/or 4th Grade level. Planning for structured mainstreaming opportunities will also occur during Grade Level meetings.

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:

J. Serra students met their API target in 2005-2006, making a 36 point growth.

Students at all grade levels are not achieving at the proficient level up to District levels of performance in CST/ELA and CST/Math.

Reading/ELA/Writing:

There was a 3.1% growth in the number of students at the Proficient and Above level. 32.5% of students were in the Proficient and Above level.

Math:

There was a 15.2% growth in the number of students at the Proficient and Above level. 54.2% of students were in the Proficient and Above level.

Science:

There was a 7.5% growth in the number of 5th Grade students at the Proficient and Above level. 16.3% of students scored At or Above Proficient level in the CST Science test. This is below the District achievement level of 33%.

***The school-wide focus for J. Serra is to increase the number and percentage of students scoring At or Above Proficient Level on the CST. In addition, Vocabulary and Comprehension in the area of Science must be a school-wide focus.**

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:

Junipero Serra will meet the school-wide API growth target of 741 by moving:

- a. at least 20% or 9 students at basic to the At or Above Proficient level in English Language Arts (ELA) and at least 15% or 3 students at basic to the At or Above Proficient level in Math.
- b. at least 30% or 10 students at the below basic to the Basic level in English Language Arts (ELA) and at least 35% or 9 students at the below basic to the Basic level in Math.

Objective 2: At least 25% of 5th Grade students will score At or Above Proficient level on the CST Science Test.

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:

J. Serra will continue the:

- a. Full implementation of the Houghton Mifflin ELA Program (Reading First) using the strategies of Differentiated Instruction (Universal Access), Focused Approach, with a focus on Oral Language, Reading Fluency, Vocabulary, Comprehension and Writing.
- b. Full implementation of the District Math Pacing Guide using the adopted Harcourt Math Program, supported by hands-on Math activities and Mathematics Problem Solving instructional strategies school-wide with a focus on Number Sense, Measurement and Geometry,
- c. School-wide implementation of the strategies of Interactive Writing and Interactive Editing in order to improve student achievement in ELA.
- d. In English/Language Arts, Math and Science, training and support in the classrooms will be provided for teachers through the Reading First grant (Reading Coach, Multi-Lingual Department), the IRF (Instructional Reform Facilitator), Caring School Communities Teacher Leaders, and Leadership Committee (STAR). Instruction and benchmark outcomes with the goal of moving all students to the Proficient and Above level will be monitored monthly by the Principal.)

Key Strategy 2: ROCI (Differentiated Instruction) See Goal 1, Key Strategy 1. The use of ROCI will be aligned with the HM curriculum, in line with the Reading First assurances.

Key Strategy 3: School-wide focus on the instruction of Science with an emphasis on content vocabulary and comprehension.

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:

Staff surveys and monitoring have indicated that fighting incidents have decreased significantly. Parents rate safety and school climate as a strength at J. Serra. Teacher observations indicate that students are using the class meeting problem-solving strategies on the school yard.

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:

J. Serra will continue to improve school climate and create a stronger sense of community in classrooms and school-wide with the use of the Caring School Community Program and motivational activities. Weekly class meetings focusing on issues relevant to J. Serra (e.g. bullying) will be held school-wide. Occurrence of school-wide issues will decrease by 10% as measured on teacher, parent and student pre- and post surveys.

Objective 2:

By November 2007, a safety, emergency and evacuation plan that details response and responsibilities will be in place and disseminated to all members of the school community.

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:

- a. Full implementation of the Caring School Community Program with a focus on weekly class meetings and cross-age buddies.
- b. Implementation of a consistent school-wide discipline and motivation policy, and classroom management systems in all classes.

Key Strategy 2:

The Emergency Response Team will meet by November 2007 to update the school safety plan and disseminate the plan to staff, students and parents.)

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:

*An average of 35 parents attend Family Night events (Family Literacy Night, Family Math/Science, Family Health Night, etc.)

95% of parents participate in Parent/Teacher Conferences.

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:

At least 50% of parents will volunteer/participate in school events 10 hours during the school year.

Objective 2:

At least 50% of parents will work with their children to complete at least 3 of the Homeside activities.

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:

Set up Homeroom Parents to facilitate communication and parent participation in classroom and school events.

Key Strategy 2:

Plan grade-level Home-side activities that will engage and promote parent-child interactions.

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	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Staff will use the Results Oriented Cycle of Inquiry (ROCI) process to close the achievement gap for targeted students (L, AA and EL). High leverage activities include:</p> <ul style="list-style-type: none"> • Analysis of multiple student performance data including CST, STS, OARS, Brigance, RESULTS assessments to identify focal students (L, AA and EL students, students performing at the Basic and the Below Basic level). • Analysis of the CST results to identify high leverage focal standards and supporting instructional activities. • The use of the strategies of Differentiated Instruction (Universal Access) and the Focused Approach to deliver specific instructional activities to the focal students • Weekly grade level collaborative meetings to plan specific instructional strategies to address focal standards. • All teachers will participate in at least 4 Super Sub Days for ongoing data analysis, identification of benchmark goals for focal students, model lessons or lab classes. • All teachers will participate in ‘Super Sub Day’ Grade Level meetings that will focus on Literacy Strategies, 	8/07 – 7/08	P.E. Teacher, Technology Specialist Substitute Days			Partnership with Partners In School Innovation

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.

<p>Universal Access and Focused Approach strategies in order to meet individual L, ELL and AA student needs in the classroom. The IRF and the Reading First Literacy Coach will provide coaching and modeling of Universal Access, Focused Approach, Interactive Writing and Editing strategies to meet targeted student needs.</p> <ul style="list-style-type: none"> Parents of targeted students in Grades 1 – 5 will receive a minimum of quarterly feedback of their child’s current, oral fluency, reading comprehension level and math skills using OARS scores, and HM Theme tests. Strategies will also be provided for parents to use at home to support the learning of their children. 					
<p>Key Strategy 2:</p> <p>Focal AA, L, and ELL students at basic or below basic on the CST will be given structured tutoring on Phonics and Reading Comprehension in the After-School Success Club at least 2 days a week.</p> <p>High leverage activities include:</p> <ul style="list-style-type: none"> Identification of focal standards in Reading Fluency, Vocabulary and Comprehension and benchmark goals for the focal students. Targeted instructional strategies to help students attain benchmark goals. Quarterly assessments of student achievement. 					<p>Continued funding from School Health Programs for the After School Programs</p>
<p>Key Strategy 3:</p> <p>Students identified as “at risk” will be referred to the SST Team to identify modifications and strategies to improve their achievement and/or inclusion in the After-School Success Club.</p> <p>High leverage activities</p> <ul style="list-style-type: none"> Parents of students having academic difficulties will be required to participate in the SST process in order to share strategies that will help their children succeed. Students who have been identified as being at-risk through the SST process will be provided additional support from the RSP 					

<p>if funds and time permit.</p> <ul style="list-style-type: none"> • Non-academic support services provided by the Social Worker, Nurse, or Parent Liaison will be determined and provided as necessary, with the objective of improving student academic success and wellness. • Parents of children who have not met the State’s proficient and advanced levels of student academic achievement in reading and mathematics will be provided learning opportunities (workshops, Family Literacy Night, Family Math Night) so that they may support their children educationally at home. 					
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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?*

At **Super-Sub Days and weekly grade-level meetings**, benchmark goals will be set for focal students. Individual focal student results from the **OARS assessment** will be used to monitor student progress and specific instructional strategies to address the areas of weakness will be implemented in the classrooms. **Authentic classrooms assessments** as determined by grade level teams will also be used to monitor student progress.

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	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <p>a. English learners (ELs) will be clustered at each grade level and provided with 30 mins./day or 150 minutes per week of structured English language development (ELD) instruction using the ELD supplementary program based on ELD standards and appropriate for their identified levels of language proficiency.</p> <p>b. Using the strategy of Differentiated Instruction, students who are identified as GATE and High Potential will be provided with higher level curriculum that will challenge their potential.</p> <p>High leverage activities include:</p> <ul style="list-style-type: none"> • EL students will be clustered at English language levels determined by student performance on the CELDT and monitored on the LALAR. • Strategies to support EL students to access the core curriculum in the classroom will be used e.g. ‘Think-Pair Share’, SDAIE • The early exit program (especially between the 2nd and the 3rd Grades) will be clearly articulated. The BBG and the BPST assessment will be implemented to support EL students in their transition to English. • ELD, Bilingual and Special Ed students will be provided with equitable learning environments. ELD, Bilingual and Special Ed. programs will be aligned with State Standards incorporating specific strategies and benchmarks. Bilingual 	8/07 – 6/08				

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.

<p>classes at each grade level will clearly define the content areas and standards that will be taught in L1 and L2. ELD standards will be used to guide ELD instruction and SDAIE techniques will be used to ensure ELD students full access to the Core Curriculum. Bilingual teachers will meet monthly to align instruction to the content standards in Reading Comprehension and Math.</p> <ul style="list-style-type: none"> • SDAIE and Frontloading techniques will be used during Universal Access time to increase EL student achievement in ELA. • 3 paraprofessionals will provide extra academic support to targeted students (L. EL, EDY) in their classrooms. • Teachers will coordinate the use of instructional strategies and supplementary materials (e.g. HM Challenge 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 (LA, Math, Science). <ul style="list-style-type: none"> ○ Curriculum is compacted if GATE student’s assessments show mastery. ○ Differentiated instruction is provided throughout the day at the appropriate challenge level. • Technology will also be used as a tool to enhance and challenge the academic achievement of GATE and High Potential students and upper grade students. • Based on assessments, all GATE students will receive appropriate access to the core curriculum and extensions beyond, in depth, complex, novel and accelerated assignments that differentiate instruction throughout the day. Challenge Activities from the Houghton Mifflin Program will be used to extend the core curriculum for GATE students. • Four 1/2 days release time (Super-Sub Days) will be provided for all teachers at each grade level through Reading First to interpret assessment (OARS) data, use the data to improve and inform instruction with a focus on implementation of Universal Access (differentiated instruction) for ELL, GATE and Special Ed students. • The Instructional Reform Facilitator and Reading First Literacy Coach will support and model instructional strategies 		<p>3 paraprofessionals (.5625 each)</p> <p>Technology Integration Specialist 1.0 FTE</p>	<p>\$74,547</p> <p>\$77,702</p>	<p>SI, Title I (SWP), LEP, WSF</p> <p>WSF, TitleI SWP, TIIG</p>	
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<p>for accommodating diverse student learning styles within the regular classroom (Houghton Mifflin Universal Access) and moving targeted students to the next level. The Instructional Reform Facilitator and the Literacy Coach will coach and facilitate all staff in the use of Universal Access , the Focused Approach, Interactive Editing and Interactive Writing strategies in the classroom to ensure that all students (particularly ELL, targeted students and Special Education students) have access to the Core Curriculum and their individual academic needs will be met. The strategy of Universal Access will also be used in the area of Math.</p> <ul style="list-style-type: none"> • Professional development activities that address the language and academic needs of EL students will be provided. • Meetings will be held in the fall and the spring with parents of GATE students to explain the GATE program at the site and distribute information about the GATE identification process and to discuss other issues of concern to GATE parents. The GATE Coordinator will attend SSC and PTA meeting to describe the GATE program to all parents so they may be informed about the school’s GATE program and identification process. 					
<p>Key Strategy 2:</p> <p>Special Ed. Teachers will plan with other teachers at the 3rd and/or 4th Grade level. Planning for structured mainstreaming opportunities will also occur during Grade Level meetings.</p> <p>High leverage activities include:</p> <ul style="list-style-type: none"> • An IEP Master calendar will be used to ensure compliance with timelines. IEP’s will be written and aligned to state core content standards and reflect students’ present levels of performance. • Special Ed. students will be provided appropriate lesson modifications using Universal Access time and Houghton Mifflin Extra Support materials to support their learning needs in English Language Arts. Lesson modification will also be provided in Math and Science, aligned to the content 					

<p>standards.</p> <ul style="list-style-type: none"> • All students with disabilities will have core curriculum materials and appropriate supplemental materials. WSF funds will be utilized to purchase supplemental materials. • RSP services will be provided by the RSP for students identified through the SST Process. • Special Education students from the SDC will be mainstreamed in the Regular Education classrooms when appropriate. • Special Ed paraprofessional will participate in site-based professional development and/or planning with certificated staff in order to provide differentiated instruction and assist with the implementation of IEP goals and objectives. 					
<p>Key Strategy 3:</p> <p>Access to core curriculum will be funded and scheduled according to state mandates.</p> <p>High leverage activities will include:</p> <ul style="list-style-type: none"> • Pacing calendars in all curriculum areas (Reading, Math & Science) developed at the beginning of the year, will be implemented in every classroom, linking instruction to the California Content Standards. These will be reviewed quarterly to ensure that all required curriculum is covered during the school year. • In addition to core academic subjects, all students will have access to: <ul style="list-style-type: none"> a. State mandated 60 – 100 min./wk of P.E. b. A minimum of 20 hours of health education with a focus on student wellness (including Health, Nutrition, P.E). Of the 20 health lessons, 3 lessons will specifically address tobacco and drug prevention. Research validated health education curriculum (Too Good For Drugs, Too Good For Violence) will be implemented at all grade levels. c. Technology as a tool to access the core curriculum and to enhance their learning. 		<p>.5 FTE Certificated P.E teacher</p> <p>Technology Integration</p>	<p>\$38,851</p> <p>\$77,702</p>		<p>School Nurse, Site Nutrition Coordinator</p>

<p>d. an 8-week Arts Residency, through funding from the Art Education Collaborative.</p> <ul style="list-style-type: none"> An Enrichment component to the After-School Success Club open to all students will be further developed and implemented at least one hour a week to support student achievement. This Enrichment Club will consist of classes like Computer, Arts & Crafts, Dance, Gardening, and Soccer. Teachers and Consultants will teach these classes. 		Specialist (1.0 FTE)			
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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?

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- The school will utilize an IEP Master Calendar to ensure compliance with timelines.
 - IEP's will be monitored quarterly to ensure that stated outcomes will be reached on time.
 - The use of Universal Access and flexible groupings to address the academic needs of EL, GATE and Special Ed. students will be evident in teacher lesson plans and during principal visits to the classrooms.
 - Using OARS data (SCOE and Math District assessments), all teachers will collaborate each month, by Grade Level clusters to examine student work and evaluate student (EL, GATE, Special Ed) progress toward Reading Comprehension, Writing and Math Strategies to address these students' needs will be discussed at grade level meetings and implemented by teachers.
 - The GATE Coordinator will monitor the progress of GATE students. She will work closely with the SSC and the principal to insure that the GATE program is being implemented using differentiated instruction (UA) and modified curriculum throughout the day.
 - CELDT, LALAR, and other assessment results will be used to inform appropriate instruction, including SDAIE strategies and native language instruction when possible.
 - The SST process will be used to monitor the progress of EL and Special Ed. students identified as having academic, behavioral, attendance or health difficulties.
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Goal 3: Instructional Improvement

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

<p style="text-align: center;">Actions to be Taken to Reach This Goal⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁶ 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>Key Strategy 1: J. Serra will continue the:</p> <ul style="list-style-type: none"> a. Full implementation of the Houghton Mifflin ELA Program (Reading First) using the strategies of Differentiated Instruction (Universal Access), Focused Approach, with a focus on Oral Language, Reading Fluency, Vocabulary, Comprehension and Writing. b. Full implementation of the District Math Pacing Guide using the adopted Harcourt Math Program, supported by hands-on Math activities and Mathematics Problem Solving instructional strategies school-wide with a focus on Number Sense, Measurement and Geometry, <p>High leverage activities will include:</p> <ul style="list-style-type: none"> • Teachers' lesson plans and instructional practices will reflect alignment with the Core curriculum, Reading First and District Math pacing calendars, address Content and Performance Standards, and meet State guidelines for instructional time. All students will receive and use adopted instructional materials and have access to all Core Programs offered at the school. • Using the BlackBoard Configuration, teachers will set measurable objectives for each day's Reading/Language Arts and Math lessons that are aligned with the State content standards. (AIM). • Teachers will fully implement the Houghton Mifflin Reading Program, and thus provide students with a comprehensive 	<p style="text-align: center;">8/07 – 6/08</p>				<p style="text-align: center;">Reading First Program</p>

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

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

<p>reading and language arts program with a focus on improving oral language, comprehension and writing.</p> <ul style="list-style-type: none"> • A school-wide effort to improve student writing will include all students writing in all genres. All aspects of Interactive Writing, including the class development of level 4 anchor papers in all genres will be implemented. Level 4 interactive writing pieces will be developed to guide and improve student writing. The IRF, Reading First Literacy Coach and Technology Integration teacher will support teachers in developing strategies to improve student writing. • A school-wide effort to implement Interactive Editing with a focus on the improvement of vocabulary development, comprehension and summary writing will be in place in all classes. • Using Reading First Strategies (Universal Access, the Focused Approach, Interactive Editing and Interactive Writing), teachers will improve student achievement in Reading Fluency, Vocabulary, Comprehension and Writing. • The IRF and Reading Coach, will model demonstration lessons and provide teacher support as teachers use the strategies of Universal Access, flexible groupings the Focused Approach, Interactive Writing and Interactive Editing to implement a comprehensive reading program. • All students will participate in grade level hands-on Mathematics activities, projects, and investigative units. Through these activities, students will improve their oral and written communication in Mathematics problem-solving and reasoning abilities. • Through their participation in grade level hands-on Science projects, and investigative units based on the process of inquiry, with real-life applications and through the use of technology and/or multimedia programs, students will improve their vocabulary and oral and written communication skills with an emphasis on their expository writing skills. Using the new Science curriculum, students will improve their vocabulary and reading comprehension in content areas. • A Technology Integration teacher will provide all students the opportunity to learn to use technology integrated with the Core 		Technology Integration Specialist (1.0)	\$77,702	WSF, Title I (SWP), TIIG	IRF, Reading First Coach
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<p>curriculum at least once every week in the lab. Students will also have access to the use of technology as a tool to access the core curriculum once a week in the classroom. Teachers will use technology integrated in all curriculum areas as a tool to enhance student achievement.</p> <ul style="list-style-type: none"> • Supplementary standards based test preparation materials will be purchased to support student achievement throughout the year. • A credentialed librarian will be provided by the SFUSD one day a week to enable students to further access the library materials. • Through the Reading First grant, teachers will be provided professional development to improve their implementation of the Houghton Mifflin program, the use of Universal Access, and the Focused Approach strategies, Interactive Writing, and Interactive Editing. The focus of instruction and benchmark outcomes will be with the goal of moving all students to the Proficient and Above level. • Teachers of Bilingual classes will meet once a month to implement, coordinate and refine the bilingual program in order to provide coherence in the curriculum through the grades. This will include the alignment of the content with the CA standards at each grade, sharing of strategies that promote Universal Access time. • At grade level meetings, teachers of ELD classes and bilingual classes will collaborate to align Lectura and Houghton Mifflin curriculum and instruction. • A 5 – day Reading First Summer Institute will be dedicated to advanced training in the Houghton Mifflin reading program for teachers. • Four 1/2 days release time (Super-Sub Days) will be provided for all teachers through Reading First to interpret data, use the data to improve and inform instruction, collaborate and plan together in order to improve student achievement in Reading Fluency, Comprehension, Oral Language, Vocabulary and Writing. • A Technology Integration teacher together with the IRF, will provide staff development and support to classroom teachers, 		FTE)			
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<p>to enhance student use of computers in their classrooms.</p> <ul style="list-style-type: none"> • All teachers will meet in grade level clusters at grade level meetings (once a month) and “Super Sub Days” to engage in: <ul style="list-style-type: none"> - Collaborative and focused planning and implementation of Reading, Writing and Math instruction, aligning the components to the standards; - Review and assessment of student work in Writing and Math using the Houghton Mifflin Writing rubrics and grade level student friendly rubrics and OARS assessment data. - Analyzing the Reading First OARS data, identifying the targeted students, sharing strategies that would move the students to the next level of achievement. • 2 sets of Math Super-Sub Days will be scheduled for teacher collaboration and planning. • Twice during the school year, using a staff development meeting, teachers will engage in cross grade articulation to communicate and share the standards in Reading, Math and Science in order to provide school-wide coherence to J. Serra’s academic program. • Paraprofessionals will be provided with at least 2 hours of professional development in the Houghton Mifflin Program to enhance their effectiveness in the classroom as they assist students in reading and language arts. 					
<p>Key Strategy 2: The use of Differentiated Instruction in all classes will ensure that all students have access to the core curriculum at their level and be challenged to achieve at the next level.</p> <p>High leverage activities will include:</p> <ul style="list-style-type: none"> • The use of ROCI to identify focal standards and deliver targeted instruction to students (See Goal #1). • Differentiation strategies through Universal Access will be fully utilized by <u>both</u> general and special educators. Core Curriculum at all grade levels (K-5) will be differentiated (Universal Access) using various strategies that provide additional challenge and opportunities for students to perform 					

at their highest levels.					
<p>Key Strategy 3: School-wide focus on the instruction of Science with an emphasis on content vocabulary and comprehension.</p> <p>High leverage activities include:</p> <ul style="list-style-type: none"> • A school-wide inquiry-based Science curriculum utilizing the newly adopted Science curriculum [supplemented by the FOSS kits (hands-on activities)] and linked to CA Science Content Standards will be articulated and implemented with a focus on vocabulary development and Reading Comprehension. • Key science vocabulary will be identified at each grade level and strategies to systematically teach the vocabulary will be implemented. 					

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?*

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- Through Data analysis/ Content analysis of CST results and OARS data from Reading First, content clusters in Reading and Math that are areas of weakness will be identified at each grade level and specific instructional strategies to address the clusters (matched with the HM curriculum) will be implemented. Strategies to address weaknesses will be discussed at grade level meetings and implemented by teachers.
 - Instruction in Reading/Language Arts, Math and Science and benchmark outcomes with the goal of moving all students to the Proficient and Above level will be monitored monthly by the Principal.
 - Staff and parents will analyze multiple student performance data including CST, CELDT, STS, LALAR, District and school-wide assessments (OARS, HM Theme Assessments), Brigance, HM Emerging Literacy Survey to identify school-wide content clusters and specific grade level content clusters in Reading, Writing and Math that are areas of weakness, particularly for students scoring in the 1st and 2nd quintile. Disaggregated data trends will be used to guide the school-wide and classroom planning, implementation and monitoring process.
 - Writing: Using the Houghton Mifflin Writing rubric, teachers will monitor student progress in writing. Using a level 4 anchor paper (interactive writing) as a model and the rubrics, students will be taught to critically examine their own writing and revise them.
 - Using OARS data (SCOE and Math District assessments) quarterly, all teachers will collaborate each month, by Grade Level clusters to examine student work and evaluate student progress toward Reading Comprehension, Writing and Math. Strategies to address content clusters that show student weaknesses will be discussed at grade level meetings and implemented by teachers.
 - The Program Coordinating team will assist in monitoring and coordinating a cohesive school-wide program to ensure that student achievement continues to improve.
 - Teachers will review Reading and Math pacing calendars quarterly to ensure that all relevant curricula are covered during the year.

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	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: J. Serra will continue to improve school climate and create a stronger sense of community in classrooms and school-wide with the full implementation of the Caring School Community Program and motivational activities.</p> <p>High leverage activities will include:</p> <ul style="list-style-type: none"> • All staff will participate in the Caring School Community initiative (Character Ed grant) with the objective of building a strong sense of community and common language at J. Serra. At least 2 class meetings will be held weekly with a focus on decreasing put-downs, fighting, and bullying. Cross-age buddy activities will be implemented once every 2 weeks. These activities will be evident in teacher lesson plans. • Implementation of a consistent positive school-wide discipline and motivation policy, and classroom management systems in all classes. School site staff will assist with the implementation of individual student behavior plans. The discipline policy and procedures will be reviewed at a professional development day before school begins and then quarterly during the school term. • The “Too Good For Violence” curriculum will be implemented at all grade levels. • The Elementary Advisor will support teachers and parents in 	6/07 – 7/08				Participation in CSC

⁷ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
⁸ List the date an action will be taken or will begin, and the date it will be completed.

<p>guiding students to maintain positive peer relations through conflict management techniques, adherence to school-wide expectations and participation in school-wide activities (i.e. Positive Behavior Recognition, Cultural events, Home School compact Agreement, cooperative athletic activities, etc)</p> <ul style="list-style-type: none"> • The Elementary Advisor will meet with groups of students throughout the year to enhance and increase positive peer relations. • As part of the Caring School Community Program, teachers will maintain a year-long plan for school-wide CSC implementation guided by teacher leaders. • The school will seek support from the District and outside sources to improve the safety and quality of the building and grounds of our campus to establish a more positive and appealing place to learn. • District and School rules of conduct will be communicated to all students and their parents at Back-To-School night and followed consistently by all members of the school community throughout the year. • Parents will participate in school-wide community building activities. • Teachers, the Parent Liaison and Elementary Advisor, Learning Support Consultant, and Nurse will maintain contact with parents and students who need support in improving their child's academic achievement level. • Appropriate resources will be made available to assure translation and interpretation services for parents as needed. • A workshop to teach parents J. Serra's positive discipline methods will be scheduled to enable carry-over of the strategies at home. • The Social Worker, Parent Liaison, and Elementary Advisor will research community resources and share these with parents at SST and PTA meetings and parent workshops. • Mental Health Services will be provided by Southeast Mental Health Center and offered to all Special Education students through SB3632 if necessary. Information will be provided for parents who need the support so that they may make their own referral to the Mental Health Center. 					<p>LSC, Nurse, Site Nutrition Coordinator</p>
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<ul style="list-style-type: none"> The LSC, Nurse, Site Nutrition Coordinator, Health Advocate and Nutrition Lead Teacher will plan activities for students and parents that promote the health and wellness of students. 					
<p>Key Strategy 2: The Emergency Response Team will meet by November 2007 to update the school safety plan and disseminate the plan to staff, students and parents.</p> <p>High leverage activities will include:</p> <ul style="list-style-type: none"> All staff and parents will review the Safe School Plan, Emergency/Crisis Response Plans and develop benchmarks to monitor the plan. School staff, as well as, Afterschool Success Club staff will be trained in Emergency/Crisis Response procedures and all procedures will be aligned to the school safety plan. 					

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?*

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- Students will be acknowledged for positive behavior and academic achievement by the Principal on a weekly basis (Student of the Week).
 - The school-wide discipline policy will be implemented by all teachers, the principal and support staff and monitored by the Elementary Advisor and the Principal.
 - School Climate policies will be reviewed and modified as needed twice a year to ensure policies and procedures are in place, well known and implemented.
 - Teachers must consistently implement a classroom management system that focuses on both positive and negative consequences. This will be monitored by the Principal.
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Goal 5: Parent and Community Involvement

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

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	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> a. Set up Homeroom Parents to facilitate communication and parent participation in classroom and school events. b. Plan and implement a wide variety of parent activities to encourage parent participation <p>High leverage activities will include:</p> <ul style="list-style-type: none"> • Parents of Focal students will be identified and provided with extra support (to be specifically identified) by Parent Liaison, and other support staff. • All parents will be asked to commit to 10 hours of involvement/volunteer work in the school. • Parents and the community will participate in decision-making bodies, including the School Site Council, English Language Advisory Council and PTA to develop the School Site Plan and approve budget expenditures (Title I/SWP, SBCP, and PTA funds) and school sponsored events. • 1% of Title I funds will be used to increase parental involvement in accordance with section 1118, such as family literacy services. • Parents will be recruited, elected and trained to form an ELAC committee. • An active SSC/ELAC/SAC (as appropriate) will be in place to ensure parent and community involvement in the decision making process. The School Site Council, the ELAC will meet monthly to discuss issues, monitor the school program and make decisions as it relates to the governance of the school. 	6/07 – 7/08		\$638/- for supplies and give-aways to reward parents for attending evening meetings		

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.

<ul style="list-style-type: none"> • The PTA Executive Board will meet monthly to plan and implement events, fundraiser and other special activities deemed necessary for J. Serra. • GAC parent representative will be actively involved in the planning, implementing and monitoring of the GATE program. • All students and their parents will receive suggested reading selections from the California and District Reading List based on their individual reading level assessment indicated on each individual CST report. • Back-To-School Night will be used to communicate Content Standards, the Core Curriculum and Behavioral expectations to parents. Parents will be given an opportunity to ask staff about issues they may have concerns about. Translations will be provided for all parents needing the service. • Parents and stakeholders will be kept abreast of events and activities via the monthly Parent and Community Newsletter, Student Newsletter and various written correspondences from the principal, teachers, and students. All written communication will be translated into Spanish and Chinese. • In addition to Back-To-School Night, all teachers will participate in at least one event that encourage parental involvement in the Core Curriculum (i.e. Family Math Night, Family Literacy Night, Family Science and Technology Night and Read Aloud Days). • All staff will participate in the implementation of a consistent School-wide Homework Policy (with a Weekend Homework Packet), which will monitored by teachers on a daily basis. This will be reinforced through the Lunchtime Study Hall as an integrated component of academic instruction. Parents will be informed, through notes or phone calls if their child is not completing their Homework assignments. • At Parent/Family request (from a PTA meeting), J. Serra will hold a series of workshop (in the evening) on ways that families can assist their child with homework and support classroom learning. • The entire school community will work together to host Back-to-School Night, Family Math Night, Family Literacy Night, Science & Technology Night, Family Health Night, Cultural & 					
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<p>Ethnic Celebrations, Student Music & Art Events, to welcome and encourage the involvement from parents, community members and corporate partners.</p> <ul style="list-style-type: none"> • GAC parent representative and GATE Coordinator will hold informational parent meetings to describe the GATE program and issues of concern to GATE parents. They will also hold informational meetings for all parents to describe the identification process and the GATE program. • GATE Coordinator and parent representative will write articles regularly for the school bulletin or newspaper to inform the school community of the GATE program, news, articles about gifted education, and issues of interest to GATE parents. • Each parent, student and staff will sign the home-school compact. • The parent involvement policy will be distributed to all families. • Parent/teacher conferences will be held semi-annually and a log will be kept. • Monthly Coffee/Tea With The Principal will be held to encourage informal communication between parents and the principal. • Parents of student with disabilities will be informed of their child's progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP. • All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. • An annual meeting to inform parents about rights and responsibilities under Title 1 will be coordinated and aligned with annual community site-planning meetings. • Necessary steps have been taken to ensure a fully functioning ELAC. • Translations and childcare will be provided for all school functions and activities or they will be conducted in the language of the attendees. • Staff will encourage all families, particularly Title I families, to participate in school activities. • Quarterly reports will be provided to parents of GATE and 					
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<p>Special Education students.</p> <ul style="list-style-type: none"> • Monthly workshops for parents on topics which will increase their capacity to monitor child’s progress such as: Holding an Effective Parent/Teacher Conference; California Content Standards as a Tool for Parents; Enrollment, and other topics to be determined by parent per their interest. Bilingual notices are sent home prior to each event. Other topics of interest include Homework Assistance, Reading and Math, Testing and ESL. • Translations will be provided in all workshops or they will be conducted in the language of the attendees. • All communication and information for parents will be translated into Spanish and Chinese language. • Another business partnership will be sought through The SF Volunteers organization. • Parent/community volunteers will be recruited to promote the importance of reading to students by participating in Read-Aloud Days. 5 Read- Aloud days will be scheduled for the next year. • Parents will be encouraged to volunteer at least 10 hours in the classrooms (reading with students, correcting homework), on field trips, at special events (e.g. Read-Aloud Days, Family Math Night, Family Literacy Night, Halloween, Cinco de Mayo Celebration. • Parents will be asked to read with students and listen to them read every evening. • Parent conferences will be held with teachers, support staff and parents to focus on individual student strengths and areas of need. • The Latino Family Literacy Project will be implemented with 20 families participating in a 10 -week reading program. 					
<p>Key Strategy 2:</p> <p>Plan grade-level Home-side activities that will engage and promote parent-child interactions.</p> <p>High leverage activities</p> <ul style="list-style-type: none"> • As part of the Caring School Community grant to build 					

parent/child communication, parents will be asked to participate and assist their children with Homeside activities.					
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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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- Parent feedback, satisfaction and concerns as it relates to parent workshops, and their children’s education will be sought during two PTA community meetings and also through parent surveys.
 - A parent sign-in log for every event will be kept to document parent participation for every classroom.
 - Parent Attendance logs/sign-ins, Parent Satisfaction Surveys will be used to monitor the success of parent services.
 - The SSC will meet monthly to monitor the implementation of the school program.
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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
Eve Cheung		X					
Dorelle Ball			X				10/05
Joan Bandelaria					X		10/05
Janet Eberhardt				X			10/05
Darrell Irving					X		10/05
Pilar Romero				X			10/05
Vilma Sanchez					X		10/05
Alberto Vasquez (Chair)					X		10/05
Numbers of members of each category		1					

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
Numbers of members of each category								

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.

