

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement
2007-2008 School Year

Lakeshore Alternative
School

38-68478-6041321
CDS Code

Revised on April 13, 2007

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.

1. Instructional Program

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?	ELA	3	2	1	0
– “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	ELA	3	2	1	0
– “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	Math	3	2	1	0
– “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	Math	3	2	1	0
– “0 - Minimally ” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math	Intervention	3	2	1	0

2. Instructional Time

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?	ELA	3	2	1	0
– “3 - Fully ” means that <u>all</u> classrooms have the appropriate time allocations for students	ELA	3	2	1	0
– “2 - Substantially ” means that <u>75%</u> of classrooms have the appropriate time allocations for students	Intervention	3	2	1	0
– “1 - Partially ” means that <u>half</u> of classrooms have the appropriate time allocations for students	Math:	3	2	1	0
– “0 - Minimally ” means that <u>few</u> classrooms have the appropriate time allocations for students	Math:	3	2	1	0

3. Principals’ Instructional Leadership

To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?	ELA	3	2	1	0
– “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	Math	3	2	1	0
– “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					

4. Teachers’ Professional Development Opportunities

To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?	ELA	3	2	1	0
– “3 - Fully ” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472	Math	3	2	1	0
– “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					

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?

ELA	3	2	1	0
Math	3	2	1	0

- “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 regularly
- “1 - **Partially**” means that curriculum-embedded assessments are sometimes administered
- “0 - **Minimally**” means that curriculum-embedded assessments are rarely administered

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?

ELA	3	2	1	0
Math	3	2	1	0

- “3 - **Fully**” means that the school provides appropriate instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials
- “2 - **Substantially**” that the school provides adequate instruction assistance to support teachers
- “1 - **Partially**” that the school provides limited instruction assistance to support teachers
- “0 - **Minimally**” that the school provides little or no instruction assistance to support teachers

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?

ELA	3	2	1	0
Math	3	2	1	0

- “3 - **Fully**” means that the school provides opportunities on a regular and frequent 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 regular opportunities for teachers to collaborate by grade or program level
- “1 - **Partially**” means that the school provides limited 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

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?

ELA	3	2	1	0
Math	3	2	1	0

- “3 - **Fully**” means that a pacing schedule is in use in all grade or instructional levels offered at the school
- “2 - **Substantially**” means that a pacing schedule is in use in 75% of grade or instructional levels
- “1 - **Partially**” means that a pacing schedule is in use in half of grade or instructional levels
- “0 - **Minimally**” means that a pacing schedule is in use in few of the grade or instructional levels

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?

ELA	3	2	1	0
Math	3	2	1	0

- “3 - **Fully**” means that the school uses its general and categorical funds to support all ELA and math program goals in the school plan
- “2 - **Substantially**” means that the school uses its general and categorical funds to support 75% of ELA and math program goals in the school plan
- “1 - **Partially**” means that the school uses its general and categorical funds to support half of ELA and math program goals in the school plan
- “0 - **Minimally**” means that the school uses its general and categorical funds to support few of the ELA and math program goals in the school plan

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?**
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Current-Year Objective 1:

- ***Academic Achievement - By June 2007, the percentage of African American and Latino students scoring at or above basic on the CST/ELA will increase to 50%. The percentage of ELL students scoring at or above basic on the CST/ELA will increase by 10%.***
 - All K-5 teachers have identified 3-5 focal students which include AA students scoring at basic and below. Teachers are engaged in an ongoing dialogue with the principal and colleagues around implementing best practices to meet the needs of our targeted students. The principal conducts formal and informal observations and provides feedback and coaching to teachers and staff. We are beginning the process of ongoing data analysis at monthly grade level meetings. The current challenge is a lack of a consistent scheduled time for grade level collaboration. Our goal is to utilize the second staff meeting of the month for collaboration meetings and also to provide one (1) additional meeting per month for teachers with extended hour pay funded through SIP funds. We have developed a meeting protocol that all members of the staff have evaluated and suggested revisions or modifications. This grade level meeting protocol will be implemented for the remainder of the 06-07 school year and also for the 07-08 school year.
 - The Reading Assistance Program (RAP), a reading support program that pairs focal students with mentors from SFSU, will continue to work with our African American/focal students who score at basic and below on the CST/ELA. The principal has worked with the facilitator/coordinator of the program to ensure the participation of our under performing African American students.
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Current-Year Objective 2:

- ***Initiatives to Improve Instruction - All teachers will participate in a minimum of 3 professional development workshops on differentiated learning, Houghton Mifflin reading implementation and SDAIE strategies which will lead to at least 50% of ELL, African American and Latino students reaching proficient or advanced on the CST/ELA by June 2007.***
 - A core group of teachers from each grade level attended the Differentiated Instruction: From Theory to Practice professional development on November 30, 2006 which generated the discussion and reflection on how to meet the needs of all of our learners. This discussion is ongoing in our focused grade level meetings where teachers analyze student work and assessment data. In addition, the principal provides ongoing feedback to teachers that allow for reflection to inform their instruction. Together, the principal and teachers identify next steps which deepen student and teacher learning. In addition, with the approval of the School Site Council, funds were provided for our first grade teacher to attend a differentiation professional development with a focus on K-2. The information and strategies will be shared at a grade level cluster meeting this academic year and extended during a professional development day in the 07-08 school year. Our GATE coordinator will share differentiated instructional strategies to address the needs of the 3-5 GATE students.

Current-Year Objective 3:

- ***Involvement of EL, EDY, Special Ed, African American and Latino parents will increase by 30% by participating and attending all parental and community school-wide events. Their attendance will be documented.***
 - Parents/Guardians have worked to help with activities at school, including preparation of the school newsletter, written and oral translations, and weekly guided tours that occur from October to January. In addition, the principal has made personal phone calls to African American and Latino parents inviting them to scheduled community events. As a result, a slight increase in the representation of African American parents has been evident and documented through sign-in sheets and registration for child care. Our goal is to continue this practice so that our African American parents and families feel a part of and have a voice in our community through community meetings, PTA meetings, PTA membership, monthly coffee chats with the principal and other events. Parent and teacher translators assist with SST meetings, parent-teacher conferences and phone calls regarding student physical, emotional and mental safety. A translated parent survey was distributed just before the first scheduled community meeting so that all members of the community had a voice in the improvement of Lakeshore. Our SSC and ELAC meet regularly and post the agendas and minutes

on a designated board in the lobby. We realize we must translate the SSC minutes into Chinese and Spanish.

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?*
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Key Findings:

- ✓ Lakeshore continues to show improvement school-wide as measured by the CST. All of our subgroups with the exception of AA have continued to improve over the past 5 years. AA student CST scores have decreased by an average of 7 points from 2002-2005 and slightly increased by 5 points as evidenced by the 05-06 CST data. There were only 40 AA students included in the 2006 API which is not numerically significant. It is our goal to close the achievement gap between our African American students and other ethnic groups.
- ✓ Out of 40 AA students who took the CST, 9 or 23% were absent 12 days or more for the 05-06 school year.
- ✓ Over the past 5 years our Latino, ELL and Asian students have continued to show growth school-wide on CST and have performed better overall compared to the district. Asian and White students continue to be our numerically significant subgroup and both met the Subgroup Growth Target.

Results for African American students in English/Language Arts

- 2 students or 5% advanced
- 6 students or 15% proficient
- 15 students or 38% basic
- 13 students or 33% below basic
- 4 students or 10% far below basic

Results for African American students in Math:

- 3 students or 7% advanced

- 11 students or 27% proficient
 - 8 students or 20% basic
 - 12 students or 30% below basic
 - 6 students or 15% far below basic
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Key Objectives for Goal 1

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

Objective 1:

- **By June 2008, the percentage of African American students scoring at basic and below in ELA will increase by 25% to the next performance level.**
 - 4 students at basic will move to proficient or above
 - 3 students at below basic will move to basic or above
 - 1 student at far below basic will move to below basic or above

Objective 2:

- **By June 2008, the attendance rate for African American students will have improved by 10%.**
-

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:

- All K-5 teachers will identify 3-5 African American focal students scoring at basic and below. Focal student data will be analyzed and discussed to inform instruction. Lessons will be planned that implement best practices to meet the needs of our African American students and deepen the learning for all students.

Key Strategy 2:

- All targeted African American students scoring at basic and below will be assigned an on-site mentor by the (CARE) and School and Attendance Review Team (SART) team (Principal, LSP, Student Advisor, Inclusion Teacher, community members). Collaboratively, student and mentor will work together to develop an Individualized Learning Plan (ILP). This will be shared with the family and weekly check-ins will be made by the mentor. The ILP may change on a 6-8 week cycle or as needed to ensure the success of the student. In addition, a SART team will be implemented to reduce truancy and address family and children needs that impact attendance.

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:

- ✓ Included students with Individualized Education Programs are supported members of age-appropriate general education classes. In addition to the general education curriculum students receive specialized instruction, counseling and/or supplementary aids and services to enable their involvement and progress in the general education curriculum and progress on their IEP objectives. Students participate in the activities of the class, as a member who belongs, with appropriate support and services. Teachers and paraprofessionals support friendships through formal (lunch groups, specific social skills instruction) and informal check-ins.
- ✓ Over the past 5 years our SPED scores have shown a consistent downward pattern in both ELA and Math across the grade levels, specifically in 3rd grade.
- ✓ Our analysis of the CST in ELA and Math, CELDT, LALAR, IEP's and Brigance show that our subgroups are making adequate progress without significant gains or losses
- ✓ 148 students or 25% of our student population are ELL. Teachers implement the Rigby "On Our Way to English" to our English Learners. However, the program is not taught consistently or coherently across the grade levels due to a lack of materials. Classroom teachers are required to share materials. Teachers have found it difficult to implement the program with any continuity without full access to the materials. Over the past 5 years our ELL students have consistently been in a downward trend as evidenced by our CST scores, specifically in grades 4 and 5, in both ELA and Math.
- ✓ ELL students are given many opportunities for vocabulary and language development through our weekly enrichment programs provided by our on-site consultants such as gardening, motor perception and library. In addition, on-site consultants provide theater, dance, yoga, cooking and poetry are provided frequently throughout the year. We recognize the need to develop an instrument to demonstrate the growth of the students as a result of participating in our enrichment program.
- ✓ 82 students or 27% of our 3-5 graders participated in the GATE program during the 06-07 school year. Because we have a high number of GATE students, there is a cluster of students in every 4th and 5th grade classroom. All students are provided instruction and

materials that are appropriate to the student's ability level. The GATE coordinator shares the leadership with the principal in assuring the development and implementation of the program is consistent and coordinated with other instructional programs. She has also ordered materials for all teachers of GATE students to ensure a differentiated curriculum and instruction throughout the day.

- ✓ Lakeshore will be adding a K-2 Speech and Language/Mild to Moderate Special Day Class in the 2007-2008 school year.

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:

- Identified ELL, EDY and GATE students will perform at or above the District averages and show 5% improvement on the CST in ELA and Math.

Objective 2:

- By Spring 2008, 3 students from the added K-2 Special Day Class will be mainstreamed into the general education classrooms.

Objective 3:

- By Spring 2008, our 4th grade Special Ed Students' CST scores will increase by 5% to proficient or above.
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Key Strategies for Goal 2

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

Key Strategy 1:

- All teachers will implement Rigby's "On Our Way to English" ELD program to build vocabulary and English language development. Additional Rigby materials will be purchased to support teachers in fully implementing the program (30 minutes daily) of focused ELD instruction. In addition, the staff will plan instruction with grade levels, during meetings twice a month, to utilize extensions/modifications of the standards based Houghton Mifflin curriculum through Universal Access components that specifically support and accelerate ELL, Extra Support and GATE students' growth and development.

Key Strategy 2:

- K-2 SDC students will be mainstreamed into the general education classrooms during the day when there is an Inclusion para support. The Inclusion paraprofessional will support both the included student and the SDC student.

Key Strategy 3:

- The Inclusion and RSP teachers will utilize the HM Extra Support materials focusing on preview, review, repetition and identifying key points. The lessons will be extended through modifications of HM unit assessments.
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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:

- ✓ School met its Statewide AYP and API for overall performance.
 - ✓ School met its Subgroup Growth Target for Asian and White students, our only numerically significant subgroups.
 - ✓ Our CWST scores of students scoring at a performance level of 4 or higher has increased by approximately 20% over the past 3 years. In 2005, CWST percent of students who scored at a performance level of 4 or higher was 93%.
 - ✓ Staff survey indicate that teachers need more scheduled time for planning and grade level collaboration to differentiate instruction, assessment and analysis of student work, identifying and implementation of appropriate intervention strategies.
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Key Objectives for Goal 3

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

Objective 1:

- **100% of teachers will participate in grade level planning sessions twice a month devoted to ongoing data analysis that will inform their teaching practices to implement strategies for differentiation and meeting individual student needs.**

Objective 2:

- **100% of 4th grade students will perform at a level of 4 or higher on the CWST by April 2008**
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Key Strategies for Goal 3

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

Key Strategy 1:

- Teachers will analyze student work and benchmark assessments to develop a plan for differentiated instruction to meet the needs of all learners. Teachers will demonstrate a coherent, consistent implementation of the comprehensive components of HM, and Rigby ELL programs through minutes from twice monthly grade level planning meetings and weekly observations with ongoing formal and informal feedback from the principal.

Key Strategy 2:

- Teachers will identify a monthly writing prompt across the grade levels. Student writing and benchmark assessments will be scored, analyzed, discussed in the grade level meetings and strategies for improvement will be identified and implemented. This will be done on a 6-8 week cycle.
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Goal 4: School Climate

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

Data Conclusions for Goal 4

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

Key Findings:

- ✓ A parent survey was sent to parents/guardians in our Wednesday Envelopes in early February. Overall, parents/guardians are highly satisfied with the school climate. A significant number of surveys reflected satisfaction with the improved cleanliness of the school. A small number of surveys were marked neutral. A neutral response was perceived as not having experience with some aspect of the school community.
- ✓ Observations, teacher, student and parent feedback indicate that bullying as an ongoing issue at Lakeshore.
- ✓ In reviewing the Parent Survey, the SSC realized that the survey was not closely aligned with the five (5) goals of the Academic Plan.
- ✓ Our SST team addresses the academic, social and emotional needs of our students. There are 4 weekly SST's. Three teachers fill the roles of facilitator, recorder and timekeeper. Currently to date, 45 students have been referred for an SST.

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:

- By November 2007, a formal student recognition program will be implemented. Twenty students (20) will be formally recognized monthly by the Principal and the entire community. As a result, there will be a decrease in name calling and teasing.

Objective 2:

- By June 2008, a CARE team structure will be in place to address student needs related to attendance, behavior, and/or academic concerns and result in a 25% decrease in SST's.

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:

- Teachers and staff will consistently recognize positive student behavior daily through daily and weekly reinforcement "tickets". Students may enter the tickets into a weekly drawing held every Monday at the Morning Greeting. The principal will formally recognize and announce the five students and positive behaviors. A weekly lunch with the principal will be awarded to the students.

Key Strategy 2:

- The CARE team will meet weekly to address the needs of students. Each member of the team will be assigned to specific classrooms to conduct weekly check-ins and report back to the team and the classroom teacher.

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:

- ✓ A parent survey was sent to parents/guardians in our Wednesday Envelopes in early February. It was reflected in the survey that some parents do not feel a sense of community with the school. Comments were not specifically made to assess the results. It is still evident that a significant number of parents of EL, EDY, African American and Latino students do not attend Lakeshore’s special events, meetings or volunteering at recess, classroom activities, field trips and other school-wide events. This has been documented by sign-in sheets at meetings, school-wide events and volunteer/parent sign-in binders. We continue to collect data through surveys, informal conversations and actual participation.
- ✓ Parent feedback to principal indicates the dissatisfaction with the ongoing safety issues with drop off and pick up.

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:

- By June 2008, the Principal will have communicated with 100% of our targeted subgroups and focal student parents/guardians through weekly and monthly personal phone calls as invitations and reminders of school events.

Objective 2:

- To increase the attendance and participation in all community and school-wide events of our parents of EL, EDY, African American and Latino parents by 25% as evidenced by event sign-in sheets, observations and volunteer sign-in binders and teacher and principal observations.

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:

- Invite parents through personal calls and hold monthly Principal chats with the community with translators and volunteer parent mentor/liaison in the effort to strengthen the home school connection.

Key Strategy 2:

- A Parent Leadership team that is representative of our school community will be developed to help with written and oral translations, presentations at parent workshops and holding monthly chats with agendas set by parent/guardians.
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<p>(SART) and teachers will identify targeted and AA focal students through CST data, SART team observations and district and school truancy data, develop an ILP with the student and share it with the student’s family or caregiver.</p> <ul style="list-style-type: none"> • Mentors will conduct weekly check-ins with the student and reassess the ILP on a 6-8 week cycle, modify, revise or change if necessary. • Mentors will develop a personal relationship with the targeted and focal students through check ins, periodic phone calls to caregiver as identified through ILP and daily communications with the student. 	<p>September Ongoing until June</p>	<p>September Ongoing until June</p>		
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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?*

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- ✓ Standard Grade Level Meeting Agenda and meeting minutes that include:
 - Identified next steps and person responsible
 - Data analysis and plan for targeted students
 - ✓ Principal will review meeting agendas, minutes and attendance and participate in grade level meetings on a weekly basis.
 - ✓ CARE team and ILP mentors development of the ILP and phone log of calls to caregiver and conversation highlights.
 - ✓ CARE team agenda and minutes
 - ✓ SART agendas and minutes
 - Decrease in truancy
 - ✓ Improvement in student work as measured by benchmark assessments, daily homework and activities and an increased focus on classroom activities as evidenced by actual student work, teacher observations and reduced number of referrals to the Student Advisor

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
<p>Key Strategy 1: All teachers will implement Rigby’s “On Our Way to English” ELD program to build vocabulary and English Language Development. Additional Rigby materials will be purchased to support teachers in fully implementation of the program. In addition, the staff will plan instruction with grade levels in meetings twice a month to utilize extensions/modifications of the standards based HM curriculum through Universal Access components that specifically support and accelerate ELL, Extra Support and GATE students’ growth and development.</p> <p>High leverage activities</p> <ul style="list-style-type: none"> • Cluster ELL students in ELD classes to receive 30 minutes of ELL instruction per day utilizing the Rigby program provided by the classroom teacher. Students will receive daily SDAIE strategies, work in flexible groups and receive individual assistance to ensure full access to the core curriculum. • Assess students on a 6-8 week cycle using benchmark assessments and ongoing LALAR portfolio assessment. Analyze data to inform teacher practice. • The GATE Coordinator will provide PD for teachers targeted towards meeting the academic and socio-emotional needs of GATE identified students. Through the coordinator’s support, teachers will develop a grouping strategy to include weekly/daily schedule that identifies specific times for differentiated instruction in various subjects. 	<p>Order materials by August 1</p> <p>October, January, March, May</p> <p>September January April</p>	<p>Order Rigby materials for every teacher (cost TBD)</p>	<p>LEP</p>	<p>Multilingual Professional Development of Rigby Program as needed</p>
<p>Key Strategy 2:</p>				

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>K-2 SDC students will be mainstreamed into the general education classrooms during the day when there is an Inclusion para support. The Inclusion paraprofessional will support both the included student and the SDC student.</p> <p>High leverage activities:</p> <ul style="list-style-type: none"> Inclusion teacher will identify times of the day when para support is being provided to Inclusion students. 2-3, K-2 SDC students will be mainstreamed to provide student and teacher maximum support during instructional time. 	<p>January through June</p>			<p>Provide a sub for Inclusion and RSP paras when absent</p>
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Monitoring and Assessment for Goal 2

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*

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- ✓ Inclusion teacher will develop a regular schedule for SDC students who paras will support in the General Education classroom
 - ✓ Principal will conduct informal and formal observations using checklist providing feedback.
 - ✓ Teachers will submit daily instructional schedules to principal by September
 - ✓ LALAR Portfolios that include current work samples aligned with ELD standards

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
<p>Key Strategy 1: Teachers will analyze student work and benchmark assessments to develop a plan for differentiated instruction to meet the needs of all learners. Teachers will demonstrate a coherent, consistent implementation of the comprehensive components of HM, and Rigby ELL programs through minutes from twice monthly grade level planning meetings and weekly observations with ongoing formal and informal feedback from Principal</p> <p>High leverage activities</p> <ul style="list-style-type: none"> Teachers will participate in on and off site professional development as appropriate that focuses on strategies to increase the academic achievement, address the learning needs, and respect the learning styles of all students Teachers and staff will be provided by the principal with bi-monthly research based professional readings on differentiated instruction and meeting the needs of a diverse learner. A protocol for discussion will be used. A one hour focused discussion around the article will be scheduled on a bi monthly basis. 	<p>January District PD Day</p> <p>October, January, March, May</p>	<p>\$2, 928</p>	<p>SIP</p>	
<p>Key Strategy 2: Teachers will identify a monthly writing prompt across the grade levels. Student writing and benchmark assessments will be scored, analyzed, discussed in the grade level meetings and strategies for improvement will be identified and implemented. This will be done on a 6-8 week cycle.</p> <p>High leverage activities:</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.

<ul style="list-style-type: none"> • Students will be assigned monthly writing prompts. They will be provided with the scoring rubric and student anchors to guide their thinking before the writing. • Teachers will score and analyze student writing. The results will be shared with student with feedback for improvement. 	September, November, January, March, May			
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Monitoring and Assessment for Goal 3

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*

- ✓ Teachers share Professional Development insights and reflections with staff during regular staff meetings or scheduled grade level collaborations.
- ✓ Weekly formal and informal observation and feedback
- ✓ Grade Level Meeting agendas and minutes
- ✓ Improvement in student writing
- ✓ Increase in CWST scores
- ✓ Sign in sheets for professional reading discussions
- ✓ Development of strategies for differentiating instruction

Goal 4: School Climate

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

<p>Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date⁸ Completion Date</p>	<p>Proposed Expenditures</p>	<p>Funding Source</p>	<p>District Support(s) Needed</p>
<p>Key Strategy 1: Teachers and staff will consistently recognize positive student behavior daily through daily and weekly reinforcement “tickets”. Students may enter the tickets into a weekly drawing held every Monday at the Morning Greeting. The principal will formally recognize and announce the five students and their positive behaviors. A weekly lunch with the Principal will be awarded to the students.</p> <ul style="list-style-type: none"> • Consistent recognition of positive student behavior through formal acknowledgment, tickets, certificates and lunch with the principal. • To gain a greater understanding of community sense of school climate, the 06-07 parent survey will be reviewed, modified and revised to ensure alignment with the 5 school and district goals. 	<p>September through June Weekly January</p>			
<p>Key Strategy 2: By June 2008, a CARE team structure will be in place to address student needs related to attendance, behavior, and/or academic concerns and result in a 25% decrease in SST’s.</p> <ul style="list-style-type: none"> • Weekly CARE team meetings with Principal, Student Advisor, LSP, Psychologist, Classroom Teacher, RSP, Speech or Inclusion Teacher will be ongoing to support students who have social, emotional, and/or academic needs. • The CARE team members will provide ongoing written and verbal communication about student interventions and next steps. 	<p>September through June Weekly Monthly</p>			

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.

Monitoring and Assessment for Goal 4

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*

- ✓ Photo gallery of “Star” students displayed in the lobby
- ✓ Increase in positive behaviors exhibited by students
- ✓ Reduced number of SST’s
- ✓ Decrease in number of incident reports for the 07-08 school year
- ✓ Decrease in number of students sent to the Principal’s Office or Student Advisor’s office

Goal 5: Parent and Community Involvement

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

<p style="text-align: center;">Actions to be Taken to Reach This Goal⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date¹⁰ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: Invite parents through personal calls and hold monthly Principal chats or teatime with the community with translators and volunteer parent mentor/liaison in the effort to strengthen the home school connection. High leverage activities</p> <ul style="list-style-type: none"> • The principal will make an average of 10 personal phone calls per month to remind or invite targeted parents of school-wide events such as PTA meeting, Literacy Night, and Open House and also monthly Principal/teatime/coffee chats to address issues such as safety and supervision, grade level standards and expectations. • The principal will access the translation committee to provide meeting minutes and notes into Chinese and Spanish as well as Principal Chats as needed. 	<p style="text-align: center;">September through June</p> <p style="text-align: center;">Monthly SSC/ELAC meetings and as needed</p>			
<p>Key Strategy 2: A Parent Leadership team that is representative of our school community will be developed to help with written and oral translations, presentations at parent workshops and holding monthly chats with agendas set by parents/guardians High leverage activities:</p> <ul style="list-style-type: none"> • All notices, flyers and newsletter items will be translated into Chinese and Spanish. • A Parent Leadership Team will be developed to address parental questions during bi-monthly meetings. Parents will be asked to submit agenda items in advance to provide structure and a focus to the meetings. Agendas will be posted in 	<p style="text-align: center;">As needed Ongoing</p> <p style="text-align: center;">October, January, March, May</p>			

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.

advance and meeting minutes will be posted within 1-2 days of the meeting.				
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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?

- ✓ Increase in attendance of AA, L, ELL, SPED parents at school wide events and Community Meetings
- ✓ Increase in PTA membership and attendance at PTA meetings
- ✓ Improvement in student achievement and participation
- ✓ Decrease in the number of students dropped off before supervision starts at 9:10 during the 07-08 school year
- ✓ Decrease in the number of students who are picked up after 3:45 during the 07-08 school year

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
Lindsey Keener		X					
Susan Anderson					X		10/05
Brian Butler					X		10/05
Janet Leung					X		10/06
Susie Wright					X		10/06
Vanessa Lovejoy					X		10/06
Mary Kabala			X				10/06
Julia Egan-Bell			X				10/06
Athena Lafferty			X				10/05
Patricia Arian			X				10/05
Numbers of members of each category		1	4	0	5		

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

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

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

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Suzanne Kwan					X			10/05
Lindsey Keener		X						
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.

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: February 8, 2007
 - B. One meeting to present plan upon its completion.
DATE: March 14, 2007
7. This school plan was adopted by the school site council on: March 12, 2007.
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:

Lindsey N. Keener

Typed name of school principal	Signature of school principal	Date
Brian Butler		

Typed name of SSC chairperson	Signature of SSC chairperson	Date
Susan Anderson		

