

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**Longfellow Elementary School**

School

----- 6041362 -----

CDS Code

April 11, 2007  
Date of this plan/revision

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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



# ACADEMIC PROGRAM SURVEY

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

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

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

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

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

## DATA SUMMARY

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

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The Language Arts component of the standardized tests showed an overall increase in the percent proficient except for a negative 0.8 % in 4<sup>th</sup> grade. Non SPED did better than SPED. Non ELL did better than ELL. However, EDY did better than non EDY. Percent proficiency decreased for AA students from '05-'06. In spite of the increases in ELA scores, 82 students scored basic or below.

The Mathematics component of the standardized tests showed a significant decrease in scores for the first time in four years, specifically in grades 2 and 4. African American students and English Language Learners did not perform at or above the District average or show 5% improvement in Math on the standardized tests. Except for the 2<sup>nd</sup> grade the difference between the % of ELL students scoring proficient and above compared to % of non ELL scoring proficient was 20% or more. The percent proficient decreased for AA and Latino students from '05 to '06.

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With the exception of a few cases over the years, the students at each grade level at Longfellow have performed higher than the district average. The only specific trend in past years is that the ELA standardized test scores dropped for all groups over all grade levels in 2005. The gap between the % of students at proficient and the % at basic is consistently greater than 25% while the opposite is true for Math (% difference is less than 25%)

Students in one grade do not show consistent growth or consistent comparison as they progress through the four years of testing. A particular grade level does not show growth or decline consistently over the years.

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On the percent proficiency Language Arts component of the standardized tests, Non SPED did better than SPED. Non ELL did better than ELL ranging from a 20% difference in 2<sup>nd</sup> grade to 51.6% in 4<sup>th</sup> grade with 27% at 5<sup>th</sup> and 39% at 3<sup>rd</sup> grade.

On the Mathematics component of the standardized tests, English Language Learners did not perform at or above the District average or show 5% improvement in Math on the standardized tests. In 2<sup>nd</sup> grade 54% of the ELL students were proficient in Math compared to 52% of the non ELL students. In all of the other grades, the non ELL students did better than ELL's. In 3<sup>rd</sup> grade 83% as compared to 60%; in 4<sup>th</sup> 80% to 50%; in 5<sup>th</sup> 69% of the ELL's scoring proficient and above compared to 33% of the non ELL's.

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Of 550 Longfellow students, 295 are classified as English Language Learners. Every year, approximately 10 % meet the criteria for Reclassification. Last year, Longfellow initiated the ELD rotation with all students receiving 150 minutes of instruction at their language level. Reading test scores increased overall. However, ELL students continue to score lower than non ELL students.

The number of ELL students at proficient went up 10% in 3<sup>rd</sup> grade and 23% in 5<sup>th</sup> grade. In 2<sup>nd</sup> and 4<sup>th</sup> grade there were 5.7% and 3.8% decreases.

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# EXECUTIVE SUMMARY

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## Analysis of Current Educational Practice

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

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

- a) **What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**
  - b) **What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**
  - c) **How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**
  - d) **What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**
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### **Current-Year Objective 1:**

Academic Achievement: Meet API targets for all students and subgroups.

In Language Arts, 75% or more of all students will achieve proficient on the CST with emphasis on Reading Comprehension and Writing Strategies

a) A Bilingual Literacy Specialist and bilingual paraprofessional work with Latino students. Grade level teams have been given release time to plan and monitor progress. Nine teachers have attended conferences to learn strategies to improve instruction. Students have completed two school wide writing samples.

b) Follow up Professional Development on differentiated instruction and training on Cruncher need to be scheduled. Homework packets for parents need to be developed. Next year the school will include more personnel.

c) Funds pay for release time for grade level collaboration, Literacy Specialist and Community Relations Specialist, tutoring and Homework Lab.

d) Our Kids First, Alice Chalmers and Sports 4 Kids after school programs collaborate with the school to provide specific assistance to individual students. The Public Library offers homework help.

### **Current-Year Objective 2:**

All students will have access to the content standards, core curriculum and district adopted materials through differentiated instruction, modifications and adaptations and SDAIE strategies. Science and Social Studies curriculum will be adapted for oral language development based on coordinated school wide thematic units.

a) At each grade level all students are differentiated by English proficiency level based on the CELDT. Students receive 150 minutes per week of ELD. In some grade levels, Science and Social Studies are taught on a rotating system with teachers sharing their lessons with 5 groups. All students participate in a Visual and Performing Arts program and participate in at least one performance each year.

b) Assemblies, concerts and field trips interfere with consistent implementation of ELD rotations. Teachers attempt to avoid scheduling conflicts. Science materials need to be organized and replenished. Grades 4 and 5 are awaiting the newly adopted Science textbooks.

c) All ELD materials are available and accessible. A substantial portion of the budget is allocated for the Arts program. Recommendations for services and support are made in regularly scheduled SST's. Students participate in GATE enrichment projects.

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d) The school uses community resources like the public library, the Environmental Science Center, the Opera Guild, Berkeley Rep, Sing a Story, Junior Achievement and MCFA for free presentations. Students participate in performances for community organizations.

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**Current-Year Objective 3:**

Safe, secure learning environment: The consumption of nutritious snack and lunches will increase. The number of injuries on the yard and the number of absences will decrease.

a) Teachers coordinate Healthy Snack contributions from parents. The nurse educates about health issues. Our staff Health Advocate and Wellness Implementer present information from workshops and meetings. PE Consultants organize yard games. Daily attendance calls are made. Attendance and tardy letters are sent to parents and conferences are held when necessary.

b) Attendance and tardy letters must be sent regularly to all students. The school is attempting to hire qualified office personnel to assist in the paperwork.

c) The school employs a PE consultant and Sports 4 Kids program. The SSC has allocated funds for two secretaries to assist with attendance and tardy letters.

d) SF Walk to School organization holds meetings and events. Youth Aware makes presentations.

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Three objectives from '06-'07 that were not included:

1. Reduce the incidents of illegal traffic and pedestrian safety violations.

Although white lines were painted on the sidewalk for a drop off zone and the DPT and police were present to assist in establishing a drop off procedure at the beginning of the year, situation has not changed. Only one parent volunteered to help with afternoon pick up traffic.

2. Parents will agree that staff encourages them to visit school – 6 % of parents disagree or strongly disagree that they are informed about what goes on in the classroom (this is up from last year's 4.7%).

5.7% of parents disagree or strongly disagree that they feel the attitude of the staff encourages them to visit, ask questions and express concerns (this is up from last year's 3.4%).

3. Attendance at Parent Meeting and other school functions will show a 10% improvement over previous year. The number of classroom visitors and classroom volunteers will increase school wide involvement by at least 10% with a focus on Special Education, EL and EDY parents.

This year the Community Relations Specialist made an effort to increase Parent Involvement by the following:

Having food and performances at meetings.

Scheduling meetings for Friday night so bedtime and homework are not issues.

Considering an afternoon PTA meeting to start 30-45 minutes before school is dismissed.

## Priorities for 2007-2008

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP targets. Below are the data conclusions for each of the five District Goals and the school's key objectives and strategies for the upcoming 2007-2008 school year.

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### **Goal 1: Academic Achievement**

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

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

Questions to cover:

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

1. The Language Arts component of the standardized tests showed an overall increase in the percent proficient except for a negative 0.8 % in 4<sup>th</sup> grade. Non SPED did better than SPED. Non ELL did better than ELL. However, EDY did better than non EDY. Percent proficiency decreased for AA students from '05-'06. In spite of the increases in ELA scores, 82 students scored basic or below. The Mathematics component of the standardized tests showed a significant decrease in scores for the first time in four years, specifically in grades 2 and 4. African American students and English Language Learners did not perform at or above the District average or show 5% improvement in Math on the standardized tests. Except for the 2<sup>nd</sup> grade the difference between the % of ELL students scoring proficient and above compared to % of non ELL scoring proficient was 20% or more. The percent proficient decreased for AA and Latino students from '05 to '06.

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2. With the exception of a few cases over the years, the students at each grade level at Longfellow have performed higher than the district average. The only specific trend in past years is that the ELA standardized test scores dropped for all groups over all grade levels in 2005. The gap between the % of students at proficient and the % at basic is consistently greater than 25% while the opposite is true for Math (% difference is less than 25%)

Students in one grade do not show consistent growth or consistent comparison as they progress through the four years of testing. A particular grade level does not show growth or decline consistently over the years.

3. Students on the truant lists provided by the Stay in School Coalition January were matched with the focal students in each classroom and the focal students identified by the district. More than half of the students on the truancy list also scored Basic or Below on the ELA and/or Math standardized tests.

Test scores of the students who worked with the Literacy Specialist were compared from '05 to '06. Students who were close to the line of demarcation in '05 moved to the next level of proficiency.

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#### **Key Objectives for Goal 1**

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

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#### **Objective 1:**

Through teacher planning, professional development and parent education students who are not proficient will move to the next level of proficiency as follows:

25% of the 82 who scored basic in ELA (21 students) should move to the above basic range

25% of the 58 students who scored basic in Math (15 students) should move to the above basic range

29 students scored below basic in ELA. At least 35% (11 students) should move to basic or above basic.

35 students scored below basic in Math. At least 30% (11 students) should move to basic or above basic.

**Objective 2:**

Close the achievement gap for Latino and African American students to 20% or less. That is, the difference between the percent of Latino students and African American students at proficient or above and the other ethnic groups should be 20% or less.

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

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

**Key Strategy 1:** More services will be provided for academically low achieving students to improve their abilities. A second Literacy Specialist and another bilingual Paraprofessional position have been added. The Literacy Specialists will do pull-out programs for small groups of focal students and classroom demonstrations and modeling. The bilingual paraprofessionals will support Spanish speaking focal students at all grade levels.

**Key Strategy 2:**

Focal students will be recruited for the after school EXCEL program that being established this year. The program will provide a continuation of academic services for three hours per day, five days per week. The services of the after school program will include tutoring in English and/or Spanish for Spanish speaking students as well as enrichment activities in the primary language. Coordination with the existing school and community after school programs, Our Kids First, Sports 4 Kids, Tutoring and Homework Lab will add support for low achieving students.

**Goal 2: Academic Equity**

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

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

*Questions to cover:*

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

**Key Findings:**

1. Longfellow has two Special Day Classes for Speech and Language Impairment. In addition to classroom enrichment activities, GATE students have project based activities in the daily ELD rotation. SDC students are also included in the ELD rotations. All Longfellow students have dance instruction; all teachers work with a PE consultant one day per week; each grade level has a visual artist of choice. Each class at Longfellow is identified as ELD thereby requiring all teachers to have CLAD credentials and use SDAIE strategies.

2. Of 550 Longfellow students, 295 are classified as English Language Learners. Every year, approximately 10 % meet the criteria for Reclassification.

Last year, Longfellow initiated the ELD rotation with all students receiving 150 minutes of instruction at their language level. Reading test scores increased overall. However, ELL students continue to score lower than non ELL students.

The number of ELL students at proficient went up 10% in 3<sup>rd</sup> grade and 23% in 5<sup>th</sup> grade. In 2<sup>nd</sup> and 4<sup>th</sup> grade there were 5.7% and 3.8% decreases.

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3. As stated in Goal 1, on the percent proficiency Language Arts component of the standardized tests, Non SPED did better than SPED. Non ELL did better than ELL ranging from a 20% difference in 2<sup>nd</sup> grade to 51.6% in 4<sup>th</sup> grade with 27% at 5<sup>th</sup> and 39% at 3<sup>rd</sup> grade.

On the Mathematics component of the standardized tests, English Language Learners did not perform at or above the District average or show 5% improvement in Math on the standardized tests. In 2<sup>nd</sup> grade 54% of the ELL students were proficient in Math compared to 52% of the non ELL students. In all of the other grades, the non ELL students did better than ELL's. In 3<sup>rd</sup> grade 83% as compared to 60%; in 4<sup>th</sup> 80% to 50%; in 5<sup>th</sup> 69% of the ELL's scoring proficient and above compared to 33% of the non ELL's.

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4. The ethnicity breakdown of Longfellow school is as follows:

Latino – 28.1%, Chinese – 25.4%, Filipino – 32.3%, and African American 3.6%

Longfellow has 20 GATE students (3%) of the population. Of the GATE students, 75% (15) are Chinese, 10% (2) are Filipino and 5% (1) is Latino.

One Special Day Class has 7 Latino boys and 1 Chinese boy of 8 total students. The other Special Day Class has 2 African American and 4 Latinos in a class of 14.

5. There has been a slight increase in the numbers of identified GATE students. According to parent opinion at Community Meetings, GATE students are not getting sufficient enrichment activities. Teachers need more training in order to implement Universal Access from Houghton-Mifflin school wide. Science education is does not occur regularly for each class in each grade level.

Of the 295 ELL students, 33 were reclassified this year. The breakdown of reclassified students was 6 Spanish speaking or 18%; 13 Chinese speaking or 39%; 10 Filipino or 30% and 4 or 12% from other groups. Spanish speakers are underrepresented in the number of reclassifications.

Of the 25 SST referrals, 14 or 56%, were Latinos even though Spanish speakers comprise only 30% of the school population. Two referrals or 8% were Chinese speakers, another 1/3 of the school population. Six, or 24% were Filipino, a representation closer to the percentage in the school population. Three were African American.

Of the 19 chronic truants, 10 (53%) were Latino, 2 (10%) were African American, 3 (16%) were Filipino. Or the 41 habitual truants, 62 % were Latinos, 9% were African Americans, 19% were Filipino.

## **Key Objectives for Goal 2**

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

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**Objective 1: ELL Redesignations will increase by 5%. The number of referrals of Latino students for the SST process will be reduced to 40% or less.**

**Objective 2: SPED Demissions will increase by 2%.**

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## **Key Strategies for Goal 2**

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

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**Key Strategy 1:** Staff at all grade levels, except Kindergarten, will organize and begin the ELD program by the third week of school. All English Language Learners, particularly Spanish speakers will have access to the core curriculum through support of Literacy specialists, paraprofessionals and after school programs and through teacher use of differentiated instruction, modifications and SDAIE strategies.

Staff and the Community Relations Specialist will organize school wide activities such as Read-A-Thon and Turn Off the TV week to promote language development. Staff will participate in professional development for differentiated strategies for the English Language Development rotation. 100% of the teachers will continue training in English Language Development.

### **Key Strategy 2:**

All Special Education students will have access to the content standards, core curriculum and district adopted material. SPED students will be included in all rotations for oral language development and for hands on project based enrichment activities, visual and performing arts. SPED teachers will be included in all professional development opportunities.

## **Goal 3: Instruction Improvement**

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

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

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

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### **Key Findings:**

The API for Longfellow Elementary School reached 818 this year.

The Science scores have increased gradually over the three years (2004,2005,2006) from 23.4% to 25.6% to 36.6% proficient.

30% of 82 tested (50 students) scored Proficient and Advanced in both Language Arts and Mathematics, but scored Basic or Below in Science., Another 10% of the students scored Proficient or Advanced in either Language Arts or Mathematics, but scored Basic or Below in Science.

Teachers report that Science education is not consistent.

In the yearly survey, parents again expressed the need to teach more Science.

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### Key Objectives for Goal 3

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

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**Objective 1:** The percent proficiency for 5<sup>th</sup> Grade Science scores will increase by 10%.

**Objective 2:** 100% of the students will participate in Science classes .

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### Key Strategies for Goal 3

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

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**Key Strategy 1:** Science will be taught in thematic units. Key Science Vocabulary will be established and introduced to all students in class rotations. The school wide Environmental Fair will continue as an annual activity with more teachers participating and receiving training. Staff will participate in science related professional development. Longfellow will continue to partner with the UCSF Collaborative and other science organizations. Longfellow will initiate a Science Fair Contest following the Family Science Night.

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**Key Strategy 2:** During grade level planning days, teachers will develop thematic units for Science and Social Studies. Specific times will be allocated for Grade Level Team Meetings. The common focus will be to improve instructional practice and to involve students and parents in activities.

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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.]*

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#### **Key Findings:**

The number of conflicts and disciplinary issues such as name calling, taking things and hitting has increased as measured by the Principal's Discipline file.

The number of injuries on the yard has decreased due to the initiation of organized games by Coaches and Junior Coaches.

As many as 20 students arrive late every day. Habitually truant students number 41, chronically truant 19.

Dental screenings at Longfellow indicate a continuing need for instruction in dental hygiene and good nutrition.

Only 11.1 % of the students tested met the 6 of 6 fitness standards. This was down from 36% in '05-'06. The % of students in the Health Fitness Zone decreased in Aerobic Capacity (63 to 43); Body Composition (56 to 48)

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### Key Objectives for Goal 4

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 4 for the school.]*

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**Objective 1:** As a result of participation in a school wide conflict resolution program and a continuation of the Sports for Kids program, the number of incidents of name calling, disputes over games, rough play and injuries will decrease on the yard and in the lunchroom.

**Objective 2:** Attendance rate for African American and Latino students will improve by 10% through careful monitoring of absences and tardies, mailing of truancy letters and scheduling of attendance conferences.

**Objective 3:** As a result of participation in the SAFE AND DRUG FREE Schools and TOBACCO USE PREVENTION EDUCATION programs, students will make Healthy Choices about nutrition and exercise. The number of healthy lunches and snacks will increase. More students will participate in active games at recess and lunch.

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

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

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**Key Strategy 1:** Staff will participate in training for a school wide System for resolving conflicts such as Conflict Management Training, Tribes, Champs, Peace Path. Staff will develop a school wide system of logical consequences. Coaches, other staff and parents will better organize the yard for safe, organized play by blocking off play areas, posting signs for different yard activities and by hiring additional personnel for yard supervision.

**Key Strategy 2:** The attendance clerk will continue to drop students when they are out more than 10 days. Independent Studies will be limited to 10 school days. Truancy letters will be mailed regularly for all students. Parents will be informed of the attendance policy in letters, at Back-to-School night, in conferences and periodically in Wednesday folders. Parents and students will receive attention and punctuality awards. The school will develop an incentive program for good attendance with awards and prizes. Have meetings about attendance, nutrition, test taking and strategies to help at home for parents of Latino students. Track attendance for focal students from the three targeted groups, Latino, African American and Filipino. Develop an incentive program for good attendance with awards and prizes.

**Key Strategy 3:** The school will implement drug, tobacco and violence prevention programs mandated by SAFE and DRUG FREE Schools and TOBACCO USE PREVENTION EDUCATION funds. Staff will continue to ask parents to provide healthy snacks. Parents will be encouraged to send healthy lunches. The wellness staff will encourage walking at school through Wednesday Walkers walking to school with incentives. Longfellow will attempt to get counseling services on site through college interns. A master list of services will be developed of community agencies that can provide assistance to parents. Each teacher will receive a copy of the list.

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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.*

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

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

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#### **Key Findings:**

During parent conferences, 495 parents signed from the 24 classes turning in Attendance Logs. On parent surveys, 7% of the parents responded that they did not feel well informed about what is going on in the classroom. For the question, "I feel the attitude of the staff at Longfellow encourages me to visit the school, ask questions, and express concerns, 5.7% responded in the negative.

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

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

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**Objective 1:** At least 50 parents will attend each of the seven Parent Education Workshops. At least 80% of the incoming students will be represented at the Spring Kindergarten Day.

**Objective 2:** On surveys, 95% of the parents will agree that staff encourages them to visit school, ask questions and express concerns. The number of classroom volunteers and visitors will increase by 10%.

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

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

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**Key Strategy 1:** In April or May, incoming Kindergarten parents will be invited to an orientation. The principal and teachers will present rules and regulations of the school and academic expectations to the students. Staff will present strategies the parents can use to prepare students and will distribute materials.

The Community Relations Specialist and the PTA will collaborate on parent education events: Interpreting Tests, Good Nutrition, Importance of Attendance, How to Help with Homework, Literacy Strategies to Use at Home, Math Games to Play at Home, Science Fun. The staff will attempt to combine Parent Education with well attended activities like Carnival and Fall and Spring Garden and Clean-Up Days. During mealtime, information will be presented and small informational groups will meet after lunch.

**Key Strategy 2:** Parents will continue to receive information in three languages in the Wednesday folders. Phone messages will be sent in three languages for meetings and events. Appreciation. Incentives for Attendance at Meetings (Prizes, Homework Passes) will be provided. Parents who have Internet access will be sent messages through email. A website will be established with updated school information.

The PTA and Community Relations Specialist with the assistance of the School Site Council will develop a Volunteer point system. Parents will be required to earn 100 points, some points from a school event such as the Spring Carnival, Garage Sale, Book Fair, Clean Up; some points for volunteering in the classroom, helping with Wednesday folders, participating in field trips; some points from attendance at PTA, SSC or Community Meetings and some points from attendance at Parent Education Nights (Kindergarten Prep, Test Interpretation and Prep, Literacy, Math, Science). Volunteers will be acknowledged in an Award Ceremony.

## ACTION PLAN

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

### Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> <li>• High leverage activities: Longfellow will hire a second Literacy Specialist. Longfellow will have an after school program for additional services.</li> </ul> <p>Involvement of staff parents and community.</p> <ul style="list-style-type: none"> <li>• High leverage activities: School home contracts translated into Spanish, Chinese and Tagalog will be included in registration packets for Kindergarteners and will be sent home in the first Wednesday folder for upper grades. The contracts developed by SSC outline how parents, staff and students will share responsibility for achievement.</li> <li>• High leverage activities: At Back to School Night, teachers will explain test results. A Test Interpretation Workshop for parents will be scheduled in October translators for Chinese and Spanish. Teachers will discuss test scores at Parent Conferences.</li> <li>• In the Spring, parents of incoming Kindergarten students will be invited to Spring Kindergarten Day. Teachers will present expectations for the fall and will present strategies parents can use during the ensuing months to prepare Kindergarteners</li> <li>• High leverage activities: Teachers will analyze test data and develop an Action Plan for focal students including the assessment schedule.</li> <li>• Teachers will participate in Professional Development to learn</li> </ul>	August	Literacy Specialist, SS Para, Director After School	\$77,702 \$90,000	WSF WSF, Title I EXCEL	HR
	August, 07 September, 07	Translation Extended Hours Food, Prizes	\$120 \$300	SI DBG	Translators
	September, October, November	Translation		DBG SI	Translators
	April	Extended Hours, Food Consultants, Translation	\$5,700	Title I, SI, DBG	Translators
	August				

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

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

effective strategies to improve literacy and math achievement and to differentiate instruction.	Ongoing	Travel & Conferences			PD
<p>Key Strategy 2: Involvement of staff, parents and community.</p> <ul style="list-style-type: none"> <li>• High leverage activities: Longfellow will collaborate with community-based organizations such as Our Kids First, Sports 4 Kids and the EXCEL after school program to align services with literacy, math and technology goals.</li> <li>• High leverage activities: Parents will be provided with materials in English, Spanish, Chinese and Tagalog and training to help to improve their children’s achievement in literacy, math, in using technology, attendance, nutrition and test taking strategies.</li> <li>• High leverage activities to improve attendance: monthly rewards for good attendance; letters, calls and meetings for poor attendance. An additional office secretary has been funded, one Spanish speaking, one Chinese speaking to ensure follow through for attendance calls, letters and conferences..</li> <li>• High leverage activities: The bilingual literacy specialist will provide classroom coaching and model lessons.</li> </ul>	<p>Monthly</p> <p>Daily</p>	<p>Instructional Supplies</p> <p>Certificates and Prizes</p>	<p>\$12,000 \$40,000</p> <p>\$1,200</p> <p>\$500</p>	<p>SI EXCEL</p> <p>School &amp; Library Improvement</p> <p>SI, DBG</p>	<p>Translators</p> <p>Provide Chronic &amp; Habitual Truancy Information</p>

### Monitoring and Assessment for Goal 1

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?The CRS will keep a calendar of events with at least 6 workshops:Test Interpretation,Reading,Math,Science,Nutrition StandardizedTest Preparation and Kindergarten Preparation.*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?Compare the Brigance of 07-08 Kindergarteners with 06-07*

The principal will meet regularly with the Literacy Specialists to review curriculum and to discuss student progress. The principal will observe the Literacy Specialists when modeling lessons for classes and with small group sessions. Community Relations Specialist and PTA President to monitor scheduling of workshops and distribution of materials. The CRS will keep a calendar of events with at least 6 workshops: Test Interpretation, Reading, Math, Science, Nutrition, Standardized Test Preparation and Kindergarten Preparation. The principal will monitor agendas of meetings and workshops as well as sign-in logs. The Chair of the School Site Council will coordinate and monitor the development and distribution of the contract. Classroom teachers will check for signed Contracts in the Cum folder.



<p>professional development on techniques of differentiated instruction and strategies for how to accelerate learning. Grade level team meetings will meet weekly to review work and coordinate classroom and support services. Teachers of EDY, SPED and GATE students will collaborate on providing differentiated instruction and challenging curriculum including open-ended and independent research projects.</p>					
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>• High leverage activities: All IEP's will be written and aligned to state core contents using the manual.</li> <li>• High leverage activities: Classroom teachers will use modifications, adaptations extensions and differentiation to address the identified needs of ELL,EDY,SPED and GATE students.</li> <li>• High leverage activities: Staff will participate in training to learn more hands on, project based enrichment activities to engage SPED, EDY, ELL and GATE students, particularly in Science. Staff member will do an archeological project with 5<sup>th</sup> grade GATE students. Teachers will design daily reading lessons that include higher level thinking and questioning skills for all students, particularly GATE students.Computer software and project based materials are purchased and used for GATE enrichment activities.</li> <li>• High leverage activities: Longfellow will expand the Visual and Performing Arts program by hiring more artists to increase visual arts and dance and to include drama: by attending art events, by participating in the Chinese New Year Parade, by adding to supplies and instruments and upgrading our performing arts venue.</li> <li>• The Librarian will be responsible for ordering new materials,completing state surveys, automating the system. Parent volunteers will help the librarian maintain books and teachers will assist with check out.</li> </ul>	<p>August-June</p> <p>Ongoing</p>	<p>Dancers, Artists, Instruments Microphones</p>	<p>\$300</p> <p>\$30,049</p>	<p>GATE</p>	<p>Arts,Music &amp; PE Equipment Prop H SI</p>

**Monitoring and Assessment for Goal 2**

Questions to cover:

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

CELDT and LALAR scores from the previous year will be monitored to create the ELD classes. Adjustments will be made in February when the new CELDT scores arrive. The principal and the staff will monitor student participation with the Literacy Specialist, paraprofessional and after school learning program through the CST and SST process. The principal will monitor use of differentiated instruction, higher level questioning, challenging project based instruction and use of SDAIE strategies. Teachers will monitor student progress monthly through grade level meetings using result of ongoing benchmark assessments (standardized tests, running records, teacher/book-made tests, progress reports. Teachers will monitor assessments for ELL level. Grade level teams will be responsible for changing levels. Community Relations Specialist will monitor the schoolwide literacy activities such as the Read-A-Thon. The principal will monitor the strategies used in the classrooms by checking lesson plans and observing lessons.

**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 <sup>5</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>6</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> <li>• High leverage activities: All teachers will present Science and Social Studies in Thematic Units.</li> <li>• Teachers will use hands on activities. Students will use supplemental instructional materials such as workbooks, computers and software, audio visual cassettes, CD's, overheads and other audiovisual resources. Field trips will be scheduled to enhance classroom learning experiences.</li> <li>• The school wide Environmental Fair will continue. Longfellow will initiate a Science Fair. The partnership with UCSF and Science Connection will continue.</li> <li>• High leverage activities: Staff will seek involvement of parents at PTA Family Science Night, in the Science Fair, on Science related field trips and as part of the Environmental Fair.</li> </ul>		Equipment Instructional Supplies Field Trips	\$29,000		DBG, LEP, Prop H
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>• High leverage activities: Teachers will meet in grade level teams monthly to develop thematic science and social studies unit;, to develop effective strategies for introducing Science vocabulary and</li> </ul>	August				

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

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

<p>concepts and for implementing the thematic units; and to monitor implementation of the program.</p> <ul style="list-style-type: none"> <li>• High leverage activities: All staff participates in the standards and textbook adoption training for effective instruction and delivery of core curriculum in Science.</li> <li>• High leverage activities: Teachers and paraprofessionals will participate in ongoing high quality research-based professional development to enable all children in the school to meet state standards for Science.</li> <li>• High leverage activities: Staff will participate in training to learn more hands on, project based enrichment activities to engage students in Science. Staff member will create an archeological curriculum for all grades.</li> </ul>		<p>Conferences Consultants</p>	<p>\$5,200 \$4,000</p>	<p>Title I, SI, DBG</p>	
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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?
  2. How will the school evaluate its progress towards achieving the desired objective(s)?
  3. What data will be collected to measure progress?

The agendas from grade level team meetings will be reviewed. Grade level teams and the principal will monitor the development of the Science units. The principal will monitor the classroom implementation by checking lesson plans and observing lessons.

**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 Goal<sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date<sup>8</sup> Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	<p>District Support(s) Needed</p>
<p>Key Strategy 1: • High leverage activities: The school will choose a conflict resolution program. All staff will participate in training for the program.</p>	<p>August</p>				

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

<ul style="list-style-type: none"> <li>• A copy of the rules and regulations are sent home the first week of school. Each class will choose a rule. Students from the class will make signs about the rules and regulations that will be posted around the school. A behavior of the week will be identified during Monday assemblies. Teachers include behavioral expectations in their introductory letters and in the Open House packets. Parent training will be offered on ways to support the discipline policy at home.</li> <li>• All parents receive the SFUSD Parent/Student Handbook.</li> <li>• High leverage activities: Staff will be educated on implementing safety procedures including: Child Abuse Reporting, Emergency and Crisis Response, School Wide Dress Code and Procedures to Ensure a Safe and Healthy Environment.</li> <li>• Emergency cards will be updated.</li> <li>• Regular fire and earthquake drills will be implemented. Evacuation information will be posted.</li> </ul>	<p>August, September, February</p>				
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>• High leverage activities: Attendance calls will be made every day. Attendance letters will be sent as needed. Attendance conferences will be scheduled as needed. Students will be dropped after 10 days of absence. Independent Study Contracts will be limited to 10 days.</li> <li>• Parents/guardians are notified within one day regarding their children’s absence from school.</li> <li>• SAP and SST will be implemented for at-risk students with academic, attendance and/or behavioral problems.</li> </ul> <p>Key Strategy 3:</p> <ul style="list-style-type: none"> <li>• High leverage activities: All students will receive 20 hours of mandated health curriculum “Too Good for…” series and resources as outlined in health policies. Staff will participate in training for the curriculum.</li> <li>• The school will promote awareness and support diversity through the implementation of five routine cultural events</li> <li>• High leverage activities: Health Advocate members are recruited and identified at the beginning of the year.</li> <li>• Health Advocate collaborates with site staff to implement monthly school wide health awareness events.</li> <li>• High leverage activities: Staff will be educated on implementing safety procedures including: Child Abuse Reporting, Emergency and Crisis Response, School Wide Dress Code and Procedures to Ensure</li> </ul>	<p>October, November, February, May</p>				

a Safe and Healthy Environment. • Regular fire and earthquake drills will be implemented. Evacuation information will be posted.					
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**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?

School climate will be assessed on site using surveys, staff-parent-community focus groups and observations. Health Education Instruction will be monitored through Lesson Plans and classroom observations. School Health Programs evaluates health education implementation annually. Semester monitoring checks will be done to ensure policies and procedures are in place, well known and implemented.

**Goal 5: Parent and Community Involvement**

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

Actions to be Taken to Reach This Goal <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
Key Strategy 1: • High leverage activities Staff will organize a Spring Kindergarten Day for incoming families including expectations and strategies • High leverage activities: At Back to School Night teachers will explain about Standardized test scores. A Standardized Test Interpretation Workshop will be held as part of the Parent Education Series. Teachers will follow up with explanations of individual test scores at parent conferences during Parent Conference Week. • High leverage activities: The Community Relations Specialist and PTA members will organize Parent Education Workshops with topics such as Literacy, Math, Science, Attendance, Nutrition, Test Prep,	April, 2007  September, '07 October, '07 November, '07  Nov, Jan, Feb March, April , May	Food, Copies, Consultants Extended Hour  Food, Copies, Consultants	\$ 1,000  \$ 40  \$750	SI  SI  Title I	

<sup>9</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.  
<sup>10</sup> List the date an action will be taken or will begin, and the date it will be completed.



<ul style="list-style-type: none"> <li>Attachment G of the IEP will be used to inform parents of students with disabilities of their child's progress as often as parents of general education students</li> </ul>					
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**Monitoring and Assessment for Goal 5**

*Questions to cover:*

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1. *How will the school monitor implementation of the high leverage activities above?The CRS will keep a calendar of events with at least 7 workshops:Test Interpretation,Reading,Math,Science,Nutrition StandardizedTest Preparation and Kindergarten Preparation*
  2. *How will the school evaluate its progress towards achieving the desired objective(s)?Compare the Brigance of 07-08 Kindergarteners with 06-07*
  3. *What data will be collected to measure progress? School Visitors' Logs,Sign-In sheets for meetings and events.*
- 

The school will monitor implementation and results through 1) Parent survey results 2) Sign-in sheets and agendas from meetings 3)School visitor volunteer sign in log.GATE Coordinator and GAC Parent will work with SSC and Principal to monitor implementation of GATE Program. Kindergarten teachers will compare the Kindergarten Brigance of '07-'08 with '06-'07.



## 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
Bonnie MacKie		X					
Michelle Cardoza					X		10/1/05
Tara Hammons			X				10/28/0
Sandra Rios				X			11/14/0
Danilo Austria					X		10/16/0
Shirley Cen					X		10/16/0
Ida Ibarra					X		10/16/0
Myla Bartolo					X		10/16/0
Erika Rodriguez					X		10/1/05
Sabrina Lee					X		10/16/0
Glenda Pereyra					X		10/16/0
Grace Perez					X		10/1/05
Ruth Nomura, Alternate				X			10/16/0
Sandy Ma			X				10/2/06
Marie Geronimo					X		10/16/0
Carrie Slaughter			X				10/16/0
Numbers of members of each category		1	2	2	10		

*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
Anderson Lee					X			10/1
Lucas Gonzalez					X			10/1
Alma Pacana					X			10/1
Guadalupe Mendoza					X			10/1
Joy Humphrey						X		10/1
Gao Wa Lee					X			10/1
Gus Sarmiento						X		10/1
Esmerelda NacNac					X			10/1
Paget Valentzas			X					10/2
Kelly Ruff Eyer			X					10/2
Bonnie MacKie		X						
Numbers of members of each category		1	2		5	4		

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

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

### School Advisory Committee (SAC) Membership

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

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

