

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement
2007-2008 School Year

Marshall Elementary School

School

38 68478 6041412

CDS Code

April 13, 2007
Date of this plan/revision

*Revised
Draft*

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ACADEMIC PROGRAM SURVEY

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

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

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

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

<p>1. Instructional Program</p> <p>To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math – “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math 	<p>ELA 3 2 1 0</p> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math 3 2 1 0</p> <p>Math 3 2 1 0</p> <p>Intervention</p>
<p>2. Instructional Time</p> <p>To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students – “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students – “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students – “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<p>ELA 3 2 1 0</p> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <p>Math: 3 2 1 0</p> <p>Intervention</p>
<p>3. Principals’ Instructional Leadership</p> <p>To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum – “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year – “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 – “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>4. Teachers’ Professional Development Opportunities</p> <p>To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 – “2 - Substantially” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year – “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training – “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

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

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

Current-Year Objective 1: *All ELL in grades 3 – 5 will score at Benchmark or Challenge in Houghton Mifflin vocabulary tests by the end of the spring 2007 semester.*

- a) 1. All ELL received 30 minutes of daily ELD instruction at their language level using the On Our Way to English (OWTE) curriculum.
2. Teachers received professional development and planning opportunities in vocabulary instruction, including the selection and direct instruction and review of Tier 2 words.
3. All classroom teachers participated in a Results Oriented Cycle of Inquiry (ROCI) of how to effectively supplement the On Our Way to English curriculum with the ELD Matrix of Grammatical Forms to improve ELD instruction.
- b) More than 50% of 3rd grade ELL are scoring at benchmark or above on Theme 3 vocabulary assessments. Although there has been an increase of ELL in the 4th and 5th grades who have scored at benchmark on vocabulary assessments, there is not at least 50% scoring at benchmark or above. The main challenge has been training both new teachers in the 4th grade to improve their vocabulary instruction. Students in the 5th grade are chronically tardy and/or absent which poses a different challenge in that grade. We have spent many hours training and coaching the new 4th grade teachers in vocabulary instruction as well as other strategies. The CST/SART has provided an incentive for all students to increase attendance and decrease tardiness.
- c) WSF and STAR funds are being used mainly for teacher salaries, including the Site Support Substitute and CTI positions. The Site Support Substitute and CTI teacher offer students a total of 1.5 hours per week of Computer and Physical Education classes while teachers are collaboratively analyzing data and planning lessons with the principal and IRF.
- d) In January we began offering Language Arts intervention classes to low performing ELL after school. Results are pending a post assessment.

Current-Year Objective 2: *Marshall will meet its 2007 API target. In addition, there will be a 5% increase of students in each grade level (2-5) who will score at Proficient or Above on the English/Language Arts CST.*

- a) 1. Teachers analyzed CST data to identify ELL and Latino focus students who are to be moved to the Basic and to the Proficient and Advanced categories.
2. There was a month long school wide focus on the implementation of Universal Access and differentiated instruction. Teachers were provided professional development on how to manage the class during UA time and how to differentiate instruction for the variety of levels of student needs in the classrooms.
3. All classroom teachers participated in another Results Oriented Cycle of Inquiry (ROCI) on how to effectively implement the new district Writing Plan and improve writing instruction.
- b) There has been an increase of rigor and strategic planning throughout all the classrooms at Marshall. However, there is an achievement gap between the upper and lower grade students. This year our fourth and fifth grade teachers were especially challenged by incoming students who were not at grade level resulting in a wide variety of levels in each classroom. In addition, both teachers in the 4th grade are new to Marshall this year. One teacher has been out of the classroom for two years and has not taught from the Houghton Mifflin Language Arts curriculum.
- c) WSF funds are used to pay teacher salaries. We used ELAP funds to purchase and implement the Rewards intervention program for all 4th and 5th grade students who were scoring below the proficient level. Three teachers were paid the extended hour rate to implement this program after school. In addition, the IRF spent many hours planning and modeling best teaching strategies in the 4th grade classrooms.
- d) The district proposed an intervention plan to use guided reading strategies and Leveled Readers in the 4th and 5th grades at Program Improvement (PI) schools. Our teachers have analyzed their current Language Arts block and come to the conclusion that they are already using the Leveled Readers during Universal Access time and have decided to select high leverage standards and thoroughly teach them using Houghton Mifflin supplemental materials within a 15 week time frame. Students have also been recommended to attend the Mission Learning Center for extra support in reading. Results are pending post assessments.

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:

Marshall Elementary did not meet all 2006 Adequate Yearly Progress (AYP) criteria. It did not meet the criteria for any subgroup in the area of English Language Arts.

Based on the 2006 CST English Language Arts (ELA) data we did not meet our Annual Measurable Objective (AMO) of 24.4% of students (school-wide and all subgroups) to score at Proficient and Above.

Based on the 2006 CST Math data we have met our Annual Measurable Objective (AMO) of 26.5% of students (school-wide and all subgroups) to score at Proficient and Above.

The grade level analysis of students performing at or above proficient on the 2006 California Standards Test (CST) in ELA shows no consistent trend, with increases in one grade (3rd) and no change (4th) or decreases in other grades (2nd and 5th). An analysis of students scoring at Basic and Above show more consistent trends of increases in grades 2 (60%) & 3 (64%) and a decrease in grades 4 (51%) and 5 (59%).

In Mathematics there was an increase of students performing at Proficient and Above in grade 3 (53%), grade 4 (26%) and grade 5 (28%). There was an increase in students scoring at Basic and Above in all grades tested for the last two years; Grade 2 is currently at 91%, Grade 3 is currently at 78%, Grade 4 is currently at 74% and Grade 5 is currently at 49%.

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: Marshall Elementary School will meet or exceed Phase II AYP criteria (35.2 % Proficiency in ELA and 37.0 % Proficiency in Math) including Latino and ELL subgroups. These targets will be met by the spring 2008 testing period. At least seventy percent of all students (including 5th graders) tested on the CST English Language Arts and Mathematics in spring 2008 will score at Basic or Above.

Objective 2: At least 70% of students in grades 4 and 5 will be at or above Benchmark in the areas of vocabulary, fluency and reading comprehension on the Theme 4 SCOE assessments.

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: Teachers will look at the 2007 CST and SCOE results to identify ELL and Latino focus students who are to be moved from Below Basic to Basic and from Basic to Proficient categories. Participating in the Results Oriented Cycle of Inquiry (ROCI) teachers will utilize the California State Standards to differentiate instruction.

Key Strategy 2: Extra support will be provided to students in Grades 4 and 5 through the implementation of the Program Improvement (PI) intervention plan focusing on reading comprehension through the use of leveled readers, and the after school ELD intervention classes for low performing ELL students.

Goal 2: Academic Equity

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

Data Conclusions for Goal 2

Questions to cover:

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

Currently Marshall's Two Way Spanish Immersion program is implemented 100% in grades K-2 (six classrooms) plus one 3rd grade class. In grades 3-5 there are 3 ELD classes and 2 Spanish Bilingual classes.

In 2005 Marshall did not meet the 52% Annual Measurable Achievement Objective (AMAO) growth target in ELD as 50.4% of students showed at least one level of growth on California English Language Development Test (CEDLT). Data for 2006 has not yet been released from the state.

There were 8 EL reclassifications in grades 4 and 5, from LEP to FEP in 2006.

CELDT data shows a significant number of students in grades 3-5 scored at or below

Intermediate:

Grade 3 - 86% (18 out of 20 ELL students) at or below Intermediate

Grade 4 - 56% (13 out of 23 ELL students) at or below Intermediate

Grade 5 - 80% (16 out of 20 ELL students) at or below Intermediate

Current IEP include 7 students receiving RSP and 12 students receiving Speech and Language services.

There were 5 GATE students identified in the beginning of 2006-2007 and 7 more were identified mid year. A GATE committee was also formed this 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: All ELL in grades 3-5 will score at Benchmark of Challenge in Houghton Mifflin vocabulary and fluency by the end of the spring 2008 semester.

Objective 2: There will be a 25% increase (approximately 4 students) scoring at or above the Early Advanced level on the CELDT in grades 3-5, and at least 54.1% (AMAO 1 target for 2007-2008) of Marshall ELL population will show at least one level of growth on CELDT in the 2007-2008 school year.

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 receive training and professional development opportunities to improve differentiated instruction for ELL, GATE and RSP students. Faculty will utilize the ROCI process to analyze Differentiated Instruction to modify content, process and product for all students.

Key Strategy 2: All ELL will receive 30 minutes of daily ELD instruction at their language level using On Our Way to English (OWTE) curriculum supplemented by the ELD Matrix of Grammatical Forms (from the Focused Approach). ELL students will be assessed and grouped each semester initially using CELDT data and teacher observations and ADEPT assessments throughout the school year. Teachers will also use the newly revised LALAR as the ongoing benchmark assessment tool to monitor student progress toward CELDT goals and ELD standards.

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:

Marshall made its API with a 38 point gain in 2006. Our current API growth score is 671.

85.3 % of 4th grade students scored at a performance level of 4 or higher on 2006 CA Writing Standards Test.

The following are English/Language Arts CST percentages of students scoring at Proficient or Above:

Grade 2, 9%; grade 3, 17%; grade 4, 14%; grade 5, 21%

OARS Writing data reported by grade level- Theme 3. Percentages indicate students scoring at Benchmark or Challenge levels.

Houghton Mifflin Reading:

Grade 3 - 46%

Grade 4 - 32%

Grade 5 - 3%

Lectura:

Grade 1 - 71% (Themes 5 & 6)

Grade 2 -

Grade 3 - 74% (Theme 4)

OARS Fluency data reported by grade level- Theme 3. Percentages indicate students scoring at Benchmark or Challenge levels.

Reading:

Grade 3 - 33%

Grade 4 - 22%

Grade 5 - 23%

Lectura:

Grade 2 - 62%

Grade 3 - 44% (Theme 4)

OARS Vocabulary data reported by grade level - Theme 3. Percentages indicate students scoring at Benchmark or Challenge levels.

Reading:

Grade 3 - 69%

Grade 4 - 41%

Grade 5 - 42%

Lectura:

Grade 2 - 34%

Grade 3 - 50% (Theme 4)

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: Marshall will meet its 2008 API target. In addition, there will be an increase of at least 5% per grade level (2-5) who will score at Proficient or Above on the ELA portion of the CST. 70% of all students will score at or above benchmark on the end of theme writing assessments.

Objective 2: Marshall students in grades 2 – 5 will improve vocabulary skills and knowledge and demonstrate improvement on the Houghton Mifflin End of Theme assessments. There will be an increase of at least 25% of students in each class scoring at benchmark or above from Theme 1 to Theme 4 assessments.

Key Strategies for Goal 3

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

Key Strategy 1: All staff will participate in professional development opportunities and a ROCI with the focus on Writing to strengthen instruction. Marshall teachers will focus on writing using researched based strategies in order to increase students' awareness of the writing process and to meet state grade level standards addressing Writing Conventions and Writing Strategies.

Key Strategy 2: Marshall teachers will continue to focus on vocabulary development using researched based strategies in order to increase students' awareness of their own learning, their ability to independently learn word meanings, and use new vocabulary words in a variety of contexts. Teachers will participate in professional development opportunities during grade level meetings that include analyzing student data (OARS and writing samples) and identifying best practices to teach and practice word use.

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

Key Findings:

The mandatory suspension rate for 2006-2007 is 2.

28 office referrals were made during class time from August 2006 – March 2007.

Key Objectives for Goal 4

Objective 1: Improve the Marshall School climate and create a stronger sense of community on the playground throughout the 2007-2008 school year by reducing the number of incident reports completed in the first quarter as compared to the third quarter.

Objective 2: Improve the attendance and promptness of all Marshall students. There will be a 20% decrease in tardies and absences of students who are chronically tardy and absent.

Key Strategies for Goal 4

Key Strategy 1: Implement Caring School Community (CSC) program on a consistent basis while focusing on class community meetings and Cross-age buddies activities.

Key Strategy 2: Identify at least 20 students who are chronically tardy and absent and develop individual improvement plans for these families.

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

Key Findings:

90% of all parents attended parent/teacher conferences in fall.

Over 300 students, parents, and school staff attended Family Fun night in the fall.

An average of 20 parents attended parent workshops on Monday mornings.

Parent newsletters go out once per month along with other announcements in the Wednesday folder.

The PTA has 77 paid members.

Key Objective for Goal 5

Objective 1: Increase parent attendance to parent/teacher conferences in fall and spring to 100% in order to set and monitor student learning and behavior goals. All teachers will use a goal setting and monitoring form in order to set and monitor progress toward goals.

Objective 2: Increase parent awareness of the support necessary to increase student achievement on standardized tests.

Key Strategy for Goal 5

Key Strategy 1: All students will be required to attend parent/teacher conferences in the fall and spring in order to set and monitor learning and behavior goals. All teachers will use a goal setting and monitoring form in order to set and monitor progress toward goals.

Key Strategy 2: Students who score just below the Proficient level in CST will be identified as academic focus students. Focus student parents will be contacted to inform them that their children are being targeted for improvement.

ACTION PLAN

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

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><u>Key Strategy 1:</u> <i>Teachers will analyze the 2007 CST and SCOE results to identify ELL and Latino focus students who are to be moved from Far Below Basic or Below Basic to Basic and from Basic to Proficient categories. Participating in the Results Oriented Cycle of Inquiry (ROCI) teachers will utilize the California State Standards to differentiate instruction.</i></p> <p>We will apply the abovementioned strategy by conducting the following activities:</p> <ul style="list-style-type: none"> • Teachers will be provided time and guidance to analyze assessment data and select focal students. • Teachers, IRF, Reading First Coach, and Principal will work in grade level teams and conduct a six-week ROCI in order to identify key standards and ways to focus on standards-based instruction using Houghton Mifflin. Included in the ROCI teachers will participate in peer observations to calibrate best teaching practices and refine instruction techniques. 	<p>Select focus students by Sept 10, 2007</p> <p>ROCI from Nov 5 - Dec 13</p>	<p>Substitute salary and benefits to cover teachers who are observing their peers</p>	<p>Eight Substitutes approximately \$ 1,600</p>	<p>Title I</p>	

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

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

<p>Key Strategy 2: <i>Extra support will be provided to students in Grades 4 and 5 through the implementation of the Program Improvement (PI) intervention plan focusing on reading comprehension through the use of leveled readers and the after school ELD intervention classes for low performing ELL students.</i></p> <p>We will apply the abovementioned strategy by conducting the following activities:</p> <ul style="list-style-type: none"> • Fourth and fifth grade teachers will be provided professional development to strategically implement the PI intervention plan for all Far Below, Below, and Basic students. • Teachers will implement the PI intervention plan for 30 minutes daily. • After-school ELD intervention classes will be provided for all Far Below, Below, and Basic ELL students. Sessions should be at least 8 weeks long. 	<p>PD for 4th and 5th grade teachers should take place in the fall semester</p> <p>Daily intervention instruction</p> <p>After-school ELD classes: Sept 4 – Oct 26 Nov 26 – Feb 1</p>	<p>Teacher extended hourly rate to teach after-school intervention classes</p> <p>Materials for intervention program</p>	<p>Teacher extended hours for two classes per week: Approximately \$4,000</p>	<p>ELAP funds</p>	<p>PD for 4th and 5th grade teachers should take place in the fall semester and be held after school so that teachers are not required to be out of the classroom</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?*
2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
3. *What data will be collected to measure progress?*

We will monitor the ROCI by having either the IRF, Reading First Coach, or Principal sitting in on all meetings and using the appropriate tools to guide the process. We will evaluate the identified strategies during peer observations and informal classroom observations. In addition, we will continually look at student work and assessment data to inform instruction modifications.

We will monitor the implementation of the PI intervention plan in the fourth and fifth grades by observing 30 minute sessions and providing teachers with constructive feedback. All students will be offered pre and post assessments (Houghton Mifflin Reading) in order to evaluate the effectiveness of the plan after the first 8 weeks of implementation. Houghton Mifflin end of theme assessments will also be used to evaluate student growth. All Far Below, Below, and Basic ELL students will be administered the Adept assessment before and after their after-school course.

Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: <i>All teachers will receive training and professional development opportunities to improve differentiated instruction for ELL, GATE and RSP students. Faculty will utilize the ROCI process to analyze Differentiated Instruction to modify content, process and product for the variety of students' needs.</i></p> <p>We will apply the abovementioned strategy by conducting the following activities:</p> <ul style="list-style-type: none"> • Teachers will be provided a professional development session on differentiated instruction. Teachers will learn researched based practices on how to differentiate content, process, and product to meet the needs of all students in their classrooms. • The RSP teacher will support 4th and 5th grade teachers in planning differentiated instruction for students with high academic needs. • School-wide we will focus on the gradual implementation of Universal Access (UA) time and differentiated instruction for focal students. Teachers will differentiate content, process, and product during UA. • Teachers, IRF, Reading First Coach, and Principal will work in grade level teams and conduct a six-week ROCI in order to learn how to effectively differentiate instruction by modifying content, process, and product. Included in the ROCI teachers will participate in peer observations to calibrate best teaching practices and refine instruction techniques. 	<p>Diff instruction PD meeting Sept 10</p> <p>School-wide focus on diff instruction Sept 4 – 28</p> <p>ROCI from Sept 10 – Oct 26</p>	<p>Substitute salary and benefits to cover teachers who are observing their peers</p>	<p>Eight Substitutes approximately \$ 1,600</p>	<p>Title I</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>Key Strategy 2: <i>All ELL will receive 30 minutes of daily ELD instruction at their language level using On Our Way to English (OWTE) curriculum supplemented by the ELD Matrix of Grammatical Forms (from the Focused Approach).</i> We will apply the abovementioned strategy by conducting the following activities:</p> <ul style="list-style-type: none"> • We will hire and train our Teacher on Special Assignment (TSA) on how to create a scope and sequence for ELD instruction using the ELD Matrix of Grammatical Forms. • The TSA will work with small groups of students in each grade level in order to allow for more differentiated ELD instruction and smaller group sizes in all grades. • Teachers will receive support during grade level release time or in after-school professional development workshops in creating assessments and structured language practice including, but not limited, to sentence frames. 	<p>TSA will create scope and sequence by March 2008</p> <p>TSA will begin working with students by Sept 10, 2007</p> <p>ELD PD Oct 15</p>	<p>TSA Salary and Benefits</p>	<p>\$56,736</p> <p>\$20,966</p>	<p>WSF, SIP, and EIA/LEP</p>	<p>Allow us to work on site on Feb 8, 2008 PD Day to complete ELD Scope and Sequence</p>

Monitoring and Assessment for Goal 2

Questions to cover:

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

We will monitor the ROCI by having either the IRF, Reading First Coach, or Principal sitting in on all meetings and using the appropriate tools to guide the process. We will evaluate the identified strategies during peer observations and informal classroom observations. In addition, we will continually look at student work and assessment data to inform instruction modifications.

Principal and IRF will train, observe, and provide feedback to TSA regarding their ELD instruction. Teachers will turn in weekly ELD lesson plans. ELL students will be assessed and grouped each semester initially using CELDT data and teacher observations and ADEPT assessments throughout the school year. Teachers will use teacher-made assessments and the newly revised LALAR as the ongoing benchmark assessment tool to monitor student progress toward CELDT goals and 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	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: <i>All staff will participate in professional development opportunities and a ROCI with a focus on Writing to strengthen instruction. Marshall teachers will focus on writing using researched based strategies in order to increase students' awareness of the writing process and to meet state grade level standards addressing Writing Conventions and Writing Strategies.</i></p> <p>We will apply the abovementioned strategy by conducting the following activities:</p> <ul style="list-style-type: none"> • Teachers, IRF, Reading First Coach, and Principal will work in grade level teams and conduct a six-week ROCI in order to learn how to effectively teach grade level genres using the writing process and how to differentiate instruction to meet the needs of all students. Included in the ROCI teachers will participate in peer observations to calibrate best teaching practices and refine instruction techniques. • Professional development opportunities will include Interactive Editing and Interactive Writing and other topics identified with the Reading First coach emphasizing the SFUSD Writing Plan. • All teachers will conduct a beginning of the year writing sample from every student. • At Writing PD session, conduct a needs assessment to determine on what area teachers need further PD. • Contact a consultant (possibly Bay Area Writing Project) to provide training for teachers. 	<p>ROCI from Jan 14 – Feb 28</p> <p>Writing PD on Jan 14, 2008</p> <p>Continued PD in the spring semester</p>	<p>Substitute salary and benefits to cover teachers who are observing their peers</p> <p>Consultant for teacher PD</p>	<p>Eight Substitutes approximately \$ 1,600</p> <p>\$ 1,600</p>	<p>EIA/LEP</p> <p>Title I</p>	

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

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

<p>Key Strategy 2: We will apply the abovementioned strategy by conducting the following activities: <i>Marshall teachers will continue to focus on vocabulary development using researched based strategies in order to increase students' awareness of their own learning, their ability to independently learn word meanings, and use new vocabulary words in a variety of contexts.</i></p> <ul style="list-style-type: none"> • Teachers will participate in professional development opportunities during grade level meetings that include analyzing student data (OARS and writing samples) and identifying best practices to teach and practice word use. • All teachers will introduce or provide opportunities for students to practice vocabulary words two times per day. • All classrooms will display current vocabulary words, definitions, and illustrations as visual aids for student learning. • Students will review current vocabulary words once per week in computer lab using Key Vocabulary Illustrations. 	<p>Vocabulary focus during grade level meetings Sept 4 – 14 and Jan 2 - 18</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?*

We will monitor the ROCI by having either the IRF, Reading First Coach, or Principal sitting in on all meetings and using the appropriate tools to guide the process. We will evaluate the identified strategies during peer observations and informal classroom observations. In addition, we will continually look at student work and assessment data to inform instruction modifications.

We will monitor the effectiveness of the professional development by asking teachers to provide feedback of meetings. At grade level meetings we will look at student writing samples to inform direct and differentiated instruction. We will compare beginning, middle, and end of year writing samples to determine effectiveness of writing 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>Estimated Cost</p>	<p>Funding Source</p>	<p>District Support(s) Needed</p>
<p>Key Strategy 1: <i>Implement the CSC program on a consistent basis while focusing on class community meetings and Cross-age buddies activities.</i></p> <p>We will apply the abovementioned strategy by conducting the following activities:</p> <ul style="list-style-type: none"> • Teachers will receive professional development in CSC curriculum and research. • All staff will participate in CSC team building activities and group decision making about what language will be used in the classrooms, cafeteria, and on the yard to provide students and adults with a common standard of behavior expectations. • Teachers will facilitate the 8-week Beginning of the Year class meetings and team builder activities. • Teachers will plan and facilitate CSC class meetings one morning a week and one buddy activity per month in the second semester. 	<p>Initial professional development: Aug 22, 2007</p> <p>Curriculum will be implemented throughout the school year`</p> <p>Two paid planning sessions once in fall one in spring Nov 19, 2007 Feb 19, 2008</p>	<p>Teacher extended hour pay for planning</p>	<p>Extended hour rate \$31.52 for 12 teachers \$378.24 in the fall semester and \$378.24 in the spring semester</p>	<p>SIP</p>	<p>Caring School Community teacher leader meetings, school visits, and principal meetings</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.

<p><u>Key Strategy 2:</u> <i>Identify at least 20 students who are chronically tardy and absent and develop individual improvement plans for these families.</i></p> <p>We will apply the abovementioned strategy by conducting the following activities:</p> <ul style="list-style-type: none"> • The SART will meet bimonthly in order to identify, monitor, and support chronically tardy and absent students. • Parents, students, and principal (with the support of the SART) will create individual improvement plans and contracts for families in order to decrease absenteeism. • Students will receive incentives for improving attendance and promptness. 	<p>The SART will meet in September to identify chronically tardy and absent students. Contracts will be created and signed by mid September. Incentives will be given to students monthly.</p>				
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Monitoring and Assessment for Goal 4

The principal and CSC teacher leaders will observe class meeting and buddy activity facilitation and offer teacher feedback using CSC monitoring tools. The school staff will be asked to take the CSC school climate surveys to evaluate progress toward improving the school climate. Students and parents will also be given a survey to evaluate improvements to school climate at the end of the first semester.

The ECRT will create a school safety checklist and calendar in September and meet after each drill to evaluate the school’s preparedness. Teachers will be asked to provide feedback to the principal, nurse and LSP on effectiveness of safety assemblies and other safety lessons.

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p><u>Key Strategy I:</u> <i>All students will be required to attend parent/teacher conferences in the fall and spring in order to set and monitor learning and behavior goals. All teachers will use a goal setting and monitoring form in order to set and monitor progress toward goals.</i></p> <p>We will apply the abovementioned strategy by conducting the following activities:</p> <ul style="list-style-type: none"> • Parents will be invited to attend Back to School Night where the Principal and all teachers will announce to parents that we will be setting and monitoring goals during parent conferences this year. • All parents will receive a phone call from the Principal to express the importance of both parents and students attendance of the parent/teacher conferences. • All students will receive a No Homework Pass when they attend the conferences. • Goal setting and monitoring forms will be reviewed and monitored by the Principal, IRF, and teachers at grade level meetings. Interventions and differentiated instruction will be planned at these meetings to ensure that students reach their goals. 	<p>Phone calls to the parents one week prior: October March</p> <p>Back to School Night on or around Sept 11</p>	<p>Photocopying/ Lease of equipment</p> <p>Back to School Night Dinner and other “Parent Night” events</p>	<p>\$5100</p> <p>\$600</p>	<p>WSF and Consent Decree</p> <p>Title I</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.

<p><u>Key Strategy 2:</u> <i>Students who score just below the Proficient level in CST will be identified as academic focus students. Focus student parents will be contacted to inform them that their children are being targeted for improvement.</i></p> <p>We will apply the abovementioned strategy by conducting the following activities:</p> <ul style="list-style-type: none"> • Parents will be contacted in writing to inform them of their child’s focus status and be given testing data that indicates their level of achievement. • Parents will be invited to informational meetings regarding testing data, parent support, and also meetings to receive input on what support they need from the school. 	<p>Teachers and IRF will identify focal students in Aug-Sept based on CST data. Parents will be informed of their students’ status and invited to an informational meeting by mid September. This parent group will meet again in October and January.</p>				
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Monitoring and Assessment for Goal 5

Each student will have a goal setting and monitoring form that will be filled out during parent/teacher conferences. Each teacher will make a copy for school records to be kept in the cumulative folders. The principal will collect the forms and sign in sheets at the end of each parent/teacher conference week and verify that each student has been guided to set both learning and behavioral goals. Teachers will monitor progress toward goals during Reading First data analysis meetings and/or grade level meetings.

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
Monica Guzman		X					10/07
Greg Arias			X				10/07
Judy Viertel			X				10/07
Sandra Vega			X				10/07
Ario Salazar					X		10/07
Eos De Feminis					X		10/07
Chris Parsons					X		10/07
Cenia Gonzalez					X		10/07
Lorraine Renteria-Castro					X		10/07
Numbers of members of each category		1	3		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
Olibertha Nava					X			10/07
Evelyn Mejia					X			10/07
Elsy Martinez					X			10/07
Lucinda Garcia					X			10/07
Doris Rendon					X			10/07
Leticia Alvarez					X			10/07
José Lopez					X			10/07
Olga Fernandez			X					10/07
Linda Khatami			X					10/07
Numbers of members of each category			2		7			

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
 - N/A 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 13, 2007
 - B. One meeting to present plan upon its completion. DATE: March 5 and 6, 2007
7. This school plan was adopted by the school site council on: February 27, 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:

Monica Guzman
Typed name of school principal

Signature of school principal

Date

Judy Viertel
Typed name of SSC chairperson

Signature of SSC chairperson

Date