

3.SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

[McKinley Elementary]

School

----- 6041420 -----
CDS Code

[March 16, 2007]
Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ACADEMIC PROGRAM SURVEY

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

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

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

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

<p>1. Instructional Program</p> <p>To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math – “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math 	<p>ELA 3 2 1 0</p> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <p>Math 2.5 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 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>6. Ongoing Instructional Assistance and Support for Teachers To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials - “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers - “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers - “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers 	<p>ELA 2.5 2 1 0</p> <p>Math 2.5 2 1 0</p>
<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school - “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels - “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels - “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

Dear Reader: Suggested reading of this document – Goal 3 addresses the need to provide consistent, rigorous instruction for all students; thus, it is suggested that you begin reading this section first. Reading Goal 2 next demonstrates what identified groups are receiving over and above items in Goal 3. Finally, reading Goal 1 last, describes the focusing of instruction for those students who will benefit from the high leverage activities, since their instruction is in addition to descriptions in both Goals I & II.

Current-Year Objective 1:

Objective 1: 50% of all students will score at Proficient or Advanced in Language Arts on the April 2007, CST assessment

Current-Year Objective 2:

Objective 1: 30% of AA and Latino students in the 2005-06 4th grade will perform at proficient in the area of reading comprehension on the 2007 CST. 35% of AA and Latino students will perform at benchmark in the area of Fluency as assessed by OARs . Objective will be met in April of 2007.

Current-Year Objective 3:

Objective 1: Significantly increase the involvement of parents in academics by having students read to parents 10 minutes a night and practice memorization of addition, subtraction, multiplication and division facts

Narrative Summary

a-1 Through the support of our IRF, Reading First Coach and Principal, all teachers thoroughly analyze data from CST, SCOE , HM theme tests, HB Math assessments, teacher assessments and observations. A school wide chart of every student's assessment data (confidential to certificated staff only) is used to document progress. Information is used to determine instruction program for students including: differentiated instruction within and out of UA times for both Math and Language Arts, leveled grouping between classrooms, seating arrangements of students,

identification of focal and targeted students, determination of agendas for weekly grade level meetings and twice monthly two hour PD sessions. IRF, RF coach and Principal engage the staff in coaching sessions to provide feedback for a consistent program and focus conversations on identified strategies – differentiated instruction, engagement of focal/targeted students, front-loading and pre-teaching strategies, review and checking for understanding. In addition, the Leadership Team is active in leading PD sessions, discussing implementation of strategies with teachers and conducting self-walk-thrus. This current year our STAR team members were assigned several focus students to serve as a coach – checking homework, attendance, monitoring classroom work and serving on SSTs. Designating the 4th and 5th grade as our pilot – we are designing and Individual Learning Plan for each student. All students keep an assessment folder, learn to interpret their CST, SCOE and math scores, graph improvement and determine goals for next theme or unit of study. This plan continues and expands the work described above.

2a – Barriers include very limited funding for additional certificated staff to provide 1:1 assistance in Reading, Writing and Mathematics. Consistent attendance of low performing students continues to be a challenge even though our staff has been diligent in building relationships with parents, conferencing and making referrals to DPO. As many STAR schools, we experience new teachers yearly – especially at the upper grades and in SPED.

3a – We are aligning our resources to best benefit all students, with emphasis on students scoring basic and below. Support staff funded through the 2006-07 budget are scheduled daily to support this audience. In addition, the majority of our Title I allocation goes to Extended Hours for PD and Grade Level Meetings. We also have an EXCEL grant for after school tutoring.

d. Our SSC and PTA have jointly supported a parent tutoring program – to recruit parents to assist in tutoring low performing students. Parents/Guardians have willingly accepted weekly homework packets – over and above the STAR packets – throughout the entire year and assisted their children at home. Teachers and parents have made time for additional parent conferences, SSTs and IEPs.

Priorities for 2007-2008

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

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

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

Key Findings: Five year trend from African American and Latino students for students achieving proficient or above- Almost 100% are also represented in Soc Eco disadvantaged grouping. Refer to Goal 2 for SPED and ELL

African American

	2002 tested: 31	2003 tested: 33	2004 tested: 38	2005 tested: 36	2006 tested: 51
ELA	6.5%	18.2%	18.4%	36.1%	27.5%
Math	6.1%	21.2%	31.6%	45.9%	27.5%

Latino

	2002 tested: 65	2003 Tested: 57	2004 tested: 36	2005 tested: 39	2006 tested: 40
ELA	12.3%	22.8%	22.2%	41%	47.5%
Math	9.2%	21.4%	19.4%	48.7%	47.5%

- There is a significant gap between AA students and OW students (71% in SFUSD)
- There is a significant gap between Latino students and OW students (71% in SFUSD)
- There is declining enrollment in the Latino population
- There has been a steady increase in Proficient and Above for AA students in both ELA and Math with the exception of 2006 when population rose due to closure of schools in Western Addition.
- There has been a steady increase in Proficient and Above for Latino students in both ELA and Math.

Key Objectives for Goal 1

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

Objective 1: To increase the number of AA students performing Proficient and Above to 36% in both ELA and Math by 2008 as measured by CST

Objective 2: To increase the number of Latino students performing Proficient and Above to 52% in both ELA and Math by 2008 as measured by CST

Key Strategies for Goal 1

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

Key Strategy 1: Teachers will identify "focal" students – Those AA students scoring Basic and below on CST ELA and Math – Progress to be monitored through regular SCOE subtests, district math assessments and unit tests.

Key Strategy 2: Teachers will use differentiated grouping during UA time. Extra support for focal students to include HM leveled readers and pre-teaching through frontloading.

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: Five year trend data at or above Proficient

	2002 #tested: 37	2003 #tested: 27	2004 #tested: 12	2005 #tested: 16	2006 #tested: 18
ELL - ELA	8.1%	11.1%	25%	31.3%	50%
ELL - Math	5.4%	11.1%	25%	45.5%	50%

	2002 #tested: 11	2003 #tested: 12	2004 #tested: 17	2005 #tested: 17	2006 #tested: 18
SPED - ELA	9.1%	8.3%	0%	17.6%	11.1%
SPED - Math	25.0%	8.3%	23.5%	11.8%	27.8%

• Data for SPED include both RSP and SDCs (Emotionally Disturbed)

- ELL students have shown significant growth over five years.
- The number of ELL has decreased by 50% over five years
- Data shows present ELL strategies, differentiated instruction, tutoring in English is proving effective
- SPED scores are inconsistent due to the high mobility rate of students (assignments/transfers)
- There is a need for intensive PD and classroom support for SPED from centralized services
- There is a need to differentiate, yet increase student expectations
- GATE students continue to score at Proficient or Advanced in both CST and OARS assessments

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: To increase the number of ELL students to proficient or above to 55% by June 2008 as measured by CST

Objective 2: To increase number of SPED at Proficient to 35% in both ELA & Math by 2008 as measured by CST

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: Teachers will use SDAI strategies and Focused Approach. Support teacher will provide individual /small group instruction to identified ELL students

Key Strategy 2: SPED teachers will participate in all grade level, whole school, and district wide PD and coaching sessions with Reading First Coach and IRF

Key Strategy 3: Teachers will attend summer Reading First institute and/or Focused Approach in Aug 6-13

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: Five year trend from whole school has shown Proficient and Above:

	2002	2003	2004	2005	2006
ELA	20.8%	30.65	26.2%	42.3%	41.4%
MATH	13.4%	30.8%	33.0%	54.5%	45.1%
Science			20.8%	11.1%	26.7%
Writing – 4th			44%	92.6%	85.2%

- There has been a steady increase in ELA scores with a .9 loss in 2006
 - There has been a steady increase in Math scores; however, a significant loss of 9.4% occurred in 2006
 - Overall growth in Science with a loss in 2005
 - Overall growth in writing with a slight loss in 06
 - SCOE scores for 2006-07 continue to show growth in ELA and Math
- Within specific areas, of ELA there is a need to strengthen Reading Fluency and Comprehension
Within specific areas of math there is a need to strengthen automaticity of facts and word problem solving
In both ELA, math, and science there is a need to strengthen vocabulary

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: By June of 2008, fluency and comprehension in ELA will increase to 50% of students reaching benchmark in each classroom as measured by SCOE

Objective 2: By June of 2008, 50% of students in each classroom will perform at benchmark in Math problem solving as assessed through SFUSD math 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: Teachers will continuously analyze data across school and at individual grade levels using CST, OARS, Unit Math and Science Assessments and SFUSD rubrics (STAR)

Key Strategy 2: All students, under guidance of teachers and principal, will learn to analyze their assessment data, set their own goals, and keep an assessment folder

Key Strategy 3: Teachers will use a variety of strategies, pair share, thumbs up, call and response, questioning, sharing the pen, during whole group instruction.

Goal 4: School Climate

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

Data Conclusions for Goal 4

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

Key Findings:

These findings are based on our annual parent survey and feedback from community meetings:

Parents feel welcome, respected by staff; staff readily available; children are safe; safety and emergency planning is efficient and in place;. In addition, surveys indicate consistent discipline policy and attendance matters are quickly handled. Surveys also indicate parents would like to see more cross grade activities such as Reading Buddies, , and consistent anti-bullying program with sensitivity to diversity of families and gender roles.

Key Objectives for Goal 4

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

Objective 1: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with Sate requirements for a Safe School Plan

Objective 2: Reduce the anti-bullying slurs by 50% by engaging staff, climate committee, parents in implementation of an anti-bulling curriculum across all grades and all programs

Key Strategies for Goal 4

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

Key Strategy 1: Staff and parents will review and strengthen aspects of the Safe School Plan

Key Strategy 2: Staff and parents will determine an anti-bullying curriculum to implement for all grades and all programs

Goal 5: Parent and Community Involvement

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

Data Conclusions related to Goal 5

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

Key Findings: Data reviewed from annual Parent/Community Survey and community meetings (Review Key Findings for Goal 4) Key findings include: Appreciation of principal, teachers and support staff; staff is caring and concerned for each child; 98% of parents attend parent conferences; Parent Liaison helpful; weekly newsletters, Wednesday folder announcements, auto dialer, Yahoo page and room parents are effective means of communication. In addition, evening events such as musical performances (2-3 times a year per grade level), science/math/health evening, make and take nights, grade level family evenings strengthen the sense of community and give all parents a venue to support all of our students. The Spanish enrichment program, class size reduction program are high priorities for parents. Finally, the decision to become a formal PTA (formerly a PTO) has strengthened the commitment of parents to be involved – the attendance rate of parents attending monthly meetings has doubled. The formation of many infra-structure committees such as Recruitment, Fund-raising, Tutoring, Event Planning and accounting practices have helped to provide overall leadership. The SSC committee is valued and respected for their work in the area of insuring academic improvement as well as a safe, secure learning environment.

Areas of improvement include continued improvement in parent involvement with academic achievement; parent communication per both academic achievement and social development; and a report card that reflects both standards and the growth and development of the whole child

Key Objectives for Goal 5

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

Objective 1: To increase the involvement of parents in supporting their children's academic achievement.

Objective 2: Increase parent involvement in leadership and school wide activities and

Key Strategies for Goal 5

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

Key Strategy 1: Increase communication between parent and school

Key Strategy 2: Structure committees and events that involve leadership of parents/community

ACTION PLAN

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

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Teachers will identify “focal” students – those scoring Basic and Below using CST and SCOE</p> <ul style="list-style-type: none"> • High leverage activities: Focal students will participate in after school tutoring • High leverage activities: Focal students and teachers together will create an Individual Learning Plan (ILP) based on LA and Math assessments. ILPs will contain specific goals determined by student, teacher and parent • High leverage activities: At the end of each assessment theme/unit, the teacher will conference with focal student and record progress on graphing charts. Twice a year, students will participate in the parent conference by discussing progress and outlining how parent can assist student in reaching goals. 	<p>CST analysis Aug-Sept Tutoring – Sept-May</p> <p>ILP – Sept 1-30</p> <p>Sept - May</p>		\$10,000	IRF & Rdg First Coach Title I	
<p>Key Strategy 2: Teachers will use differentiated grouping during UA time and focused approach for focal students</p> <ul style="list-style-type: none"> • High leverage activities: Teachers will increase time with focal students during UA time. • High leverage activities: Teachers will use front loading strategies during UA time. • High leverage activities: Teachers will meet regularly with tutors 	<p>Summer Institute - Aug</p>			Rdg First	

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.

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?*
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STAR staff will be assigned 3-4 focal students and check in with students daily and teachers twice a week to confirm completion of assignments, homework, attendance, and conference with students about achieving their goals on their ILPs

Coordinator for tutors will assist tutors in writing lesson plans, observe tutoring session weekly, report directly to Principal and prepare reports for teachers/parents

IRF and teachers will continually update school wide graph of student progress – Principal will review data weekly

IRF and Reading First Coach will observe, UA time for effectiveness., coach teachers at grade level meetings and review lesson plans for consistency in planning for focal students.

Principal will monitor all staff in implementing ILPs , tutoring and instructional delivery

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: Teachers will use Rigby materials and focused approach strategies. Support teacher will provide individual /small group instruction to identified ELL students</p> <ul style="list-style-type: none"> • High leverage activities: Teachers will provide ELD instruction during UA and up to 30 additional minutes with identified students • High leverage activities: Across the school, ELL students will be identified by levels per LAAAR • High leverage activities: Support teacher will provide intense English instruction to individual or small groups per LAAAR levels 	Aug – June		\$4865 \$2000	LEP ELAC	
<p>Key Strategy 2: SPED teachers will participate in all grade level, whole school, and district wide PD</p> <ul style="list-style-type: none"> • High leverage activities: Teachers will use teach and re-teach strategies • High leverage activities: Teachers and para support staff will use leveled readers to reinforce repeated vocabulary • High leverage activities: Students will be engaged daily in math automaticity activities 	Aug - June	Instructional materials	\$1592	WSF SPED	Intense PD that incorporates content knowledge, proven strategies for SPED learners, behavior management and coaching

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?*

• IRF will insure teachers have all SFUSD core instructional materials including materials for ELL, SPED and GATE

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.

- IRF, Reading First Coach, Principal will observe and coach to monitor effectiveness of teach, re-teach and frontloading activities
- Reading First Coach will work with SPED teachers to assist in intensifying the instruction, monitor use of time and raise expectations
- All SCOE, unit tests in math, weekly classroom tests, Rigby assessments assessment data will be thoroughly analyzed, posted for review and used to differentiate instruction.
- IEPs will be reviewed by teachers and monitored by Principal, and RF coach
- IRF and Principal will monitor Support teacher to provide small group instruction for GATE and High Potential students.
- Principal will monitor through classroom observations, review of lesson plans and regular meetings with IRF and RF coach

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: Teachers will continuously analyze data across school and at individual grade levels using CST, OARS, Unit Math and Science Assessments and SFUSD (Rdg First) rubrics</p> <ul style="list-style-type: none"> • High leverage activities – Weekly grade level meetings – using data to inform instruction to determine differentiated groups, front-loading, direct instruction, student engagement strategies (think-pair-share) and checking for understanding. Students will participate in musical theater program • High leverage activities – Twice monthly cross grade PD whole staff to scaffold, sequence and align instruction. Analyze core curriculum materials to determine supplemental material needed to meet needs of all students. • High leverage activities – School wide charting of all student progress – PD during grade level and monthly to determine where emphasis is needed 	<p>Aug - May August – May August - May</p>	<p>Grade Level Mtgs K-5 Extended hours PD Instructional materials</p>	<p>\$28,244 for music/art consultants \$10,000 \$10-20,000</p>	<p>Title I Title I WSF, CD</p>	<p>Reading First IRF support Would rather have \$\$ than assigned Arts Personnel from STAR program</p>
<p>Key Strategy 2: All students, under guidance of teachers and principal, will learn to analyze their assessment data and keep an assessment folder</p> <ul style="list-style-type: none"> • High leverage activities – Students will graph their progress in fluency, comprehension in ELA and automaticity, understanding of word problems in Math and set goals for each theme and unit • High leverage activities – Teachers will develop a student protocols / tools for targeted areas and data recording tools • High leverage activities – Teachers, STAR support and principal will conference with students at end of each assessment period 	<p>August - May</p>	<p>See above</p>			
<p>Key Strategy 3: Teachers will use a variety of strategies, pair share, thumbs up, call and response, questioning, sharing the pen, during whole group instruction.</p>	<p>August-May</p>	<p>See above</p>			

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

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

<ul style="list-style-type: none"> • High leverage activity – All teachers will review student engagement strategies at monthly PD sessions and at RF summer institute • High leverage activity – All teachers will participate in coaching and feedback sessions to monitor implementation 					
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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?*

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- Principal, Reading First Coach and IRF will plan weekly and monthly sessions for teachers. Monitoring will occur weekly, agendas of all meetings and PD will be kept on file.
 - School wide assessment data recorded on charts will be evaluated at end of each testing cycle to evaluate student progress.
 - Data collected will include: Weekly assessments, HM theme tests will be entered into the OARS Data base, Math Unit tests
 - Weekly teacher observation from IRF, Reading First Coach and Principal will occur
 - Leadership Team with IRF, RF coach, and Principal will “walk-thru” classes quarterly using the “Learning Walk” Tool. Leadership Team will make recommendations to IRF, RF coach and Principal

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
Key Strategy 1: Staff and parents will review and strengthen aspects of the Safe School Plan <ul style="list-style-type: none"> • High leverage activities: Identify emergency response team, conduct regular drills for fire, earthquake and evacuation, school safety checks, visitor check-in • High leverage activities: Create and maintain emergency cards, health records • High leverage activities: Provide PD for teachers/staff in all required documents: incident reports, injury reports, etc 	Aug-Sept Updates throughout the year				
Key Strategy 2: Staff and parents will determine an anti-bullying curriculum to implement for all grades and all programs <ul style="list-style-type: none"> • High leverage activities: Staff and Parents will review curriculums and select a K-5 curriculum that will address racial/gender/and homophobic slurs. Curriculum will also be identified for acceptance of diverse family structures and gender roles • High leverage activities: PD sessions for teachers/staff • High leverage activities: Teach a lesson once a week 	Aug-Oct Nov-Dec Jan-June		\$700-\$1000	CD	Health Office recommendation for curricula to review – facilitation of discussions with teacher/parent committee

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?

-
- Parent Liaison, Student Advisor, Nurse, Learning Specialist, Secretary will monitor the collection and updating of all emergency and health records
 - Principal will conduct and document PD for all SFUSD required procedures and policies
 - Student Advisor, Learning Specialist in collaboration with Health office will document all discussions in selection of an appropriate curriculum
 - Student Advisor, Learning Specialist will monitor SFUSD and McKinley incident reports to determine number of bullying incidents and keep data to determine lessening of incidents.
 - Climate committee will prepare, provide and document PD sessions in identified curricula. Committee will check with staff to insure weekly instruction.

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

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

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: To increase the involvement of parents in supporting their children’s academic achievement</p> <ul style="list-style-type: none"> • High leverage activities: Structure parent conferences so that students participate and discuss their strengths, progress and set goals with their parents and teachers. Parent Liaison provide workshop sessions to better inform parents of academic and social expectations. • High leverage activities: Provide weekly reports – written or communicated by telephone – for “focal” and identified students. Teachers set aside times for parent conferences outside of the October and March conference period to meet with parents per need of child or parent request • High leverage activities: Form a joint committee of SSC, PTA, and teachers to develop a protocol for reflecting on the progress of the child’s social growth, including strengths and needs, as well as other areas of the curriculum not represented in the standards based report card. 	<p>Sept – May</p> <p>Sept-May</p> <p>Sept-May</p>	<p>Food for meetings</p>	<p>\$500</p>	<p>Title I</p>	
<p>Key Strategy 2: Structure committees and events that involve leadership of parents/community</p> <ul style="list-style-type: none"> • High leverage activities: Continue to structure parent led committees to support the PTA goals of increasing involvement. • High leverage activities: Form a grant writing committee to insure the continuance of programs such as Musical Theater, Spanish Enrichment and Environmental Science. • High leverage activities: Increase the attendance of the Parent Liaison in PTA and SSC meetings / events and SSC. 			<p>See above</p>		<p>Flexibility in role of Parent Liaison/Student Advisor/Learning Specialist</p>

Monitoring and Assessment for Goal 5

Questions to cover:

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.

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?*
-

- Principal, IRF, RF will monitor development of tools/data sheets for students to prepare for parent conferences and goal setting
- Teachers will keep calendars and logs of parent conferences – formal and by written /telephone conversations
- Principal and IRF will monitor the development process and pilot use of protocol for report card
- Principal, PTA President and SSC Chair will monitor development of committees, communication to parents and grant writing possibilities.
- Records of all agendas, minutes, newsletter, flyers and teacher communications will be kept on file

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 Coffey-Smith		X					
Jean Micheli			X				10-07
William Ablao			X				"
Catherine Siemens			X				"
Cale Garimendi				X			"
Sarah Marxer					X		"
Barrie Simpson					X		"
Tim Lennon					X		"
Jessica Martines					X		"
Louise Wong					X		"
Numbers of members of each category		1	3	1	5	0	

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

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

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

English Learner Advisory Committee (ELAC) Membership

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

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

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

School Advisory Committee (SAC) Membership

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

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

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*):
 - N/A__ School Advisory Committee for State Compensatory Education Programs
 - N/A__ English Learner Advisory Committee
 - N/A__ Community Advisory Committee for Special Education Programs
 - N/A_ 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: Feb 6, 2007
 - B. One meeting to present plan upon its completion. DATE: March 8,, 2007
7. This school plan was adopted by the school site council on: March 8, 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:

<p><u>Bonnie Coffey-Smith</u> Typed name of school principal</p>	<p>_____ Signature of school principal</p>	<p>_____ Date</p>
<p>Sarah Marxer Typed name of SSC chairperson</p>	<p>_____ Signature of SSC chairperson</p>	<p>_____ Date</p>