

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

George Moscone Elementary
School

38 68478 6099154
CDS Code

April 9, 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> <hr/> <p>ELA 3 2 1 0</p> <hr/> <p>Math 3 2 1 0</p> <hr/> <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> <hr/> <p>ELA 3 2 1 0</p> <p>Intervention</p> <hr/> <p>Math: 3 2 1 0</p> <hr/> <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> <hr/> <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> <hr/> <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 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>7. Monthly Teacher Collaboration by Grade/Content Level To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>8. Lesson Pacing Schedule (K-8)/Intervention (9-12) To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school - “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels - “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels - “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

Meet API targets for all students and significant subgroups as measured by the 2006 CST data. 5% more Latino and English Language Learners will achieve proficient or advanced on CST ELA.

- a) Teachers are receiving professional development and are provided grade level meeting time to plan on the following: A Focused Approach to Frontloading English Language Instruction, Vocabulary Development, Using the new LALAR as a tool for planning, and implementing the new Social Studies curriculum. We have implemented the practice of identifying and monitoring focal students through analyzing CST data, specifically in target groups; ELLs and Latinos. A tutoring program for 4th and 5th grade ELL students is being implemented to support language development.
- b) The main challenge continues to be tardy or absent students. We are working on overcoming this challenge by implementing the District's truancy policy, sending letters to parents, meeting with families of truant students (SSTs), and rewarding students for attending school every day, on time, or showing improvement with attendance.
- c) WSF funds are being used mainly for teacher salaries and the Community Relations Specialist (CRS). The CRS supports the SST process as well as the parents of targeted students.
- d) The Learning Support Consultant works closely with the SST process, works with assisting families in obtaining outside resources, and runs student groups depending on need. The Prop H Librarian works with GATE students on a weekly basis to provide opportunities for appropriate activities.

Current-Year Objective 2:

Meet AYP targets for all students and significant subgroups as measured by 2007 CST data. 10% more of 5th grade students will achieve proficient or advanced on the CST Science assessment.

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- a) Teachers analyzed classroom CST data prior to the beginning of the school year. Focal students were chosen, and individualized strategic plans were written for each focal student. Resources were allocated for targeted students, such as who was offered after school tutoring. 4th and 5th grade teachers participated in the WISE Science grant, and students have science class two to three times a week using lessons from the WISE curriculum.
 - b) Attendance was an issue with the after school tutoring program. However, we reached out to the parents of the students with a separate letter, stating the importance of attendance, and the possibility of losing their spot. Every parent of students who left early once or missed one session received a phone call from the principal, and the issue of attendance has ceased.
 - c) WSF funds are used to pay teacher salaries. WSF also funds the after school 3rd grade ELL tutoring club. ELAP funds are used to pay two certificated teachers to tutor 4th and 5th grade ELLs.
 - d) The WISE program is supporting 4th and 5th grade teachers and students in Science best practices. The Learning Support Consultant targets students for attendance issues. The Boys and Girls Club Education Director is working closely with the Moscone staff to better support the curriculum.
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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:

Data Conclusions related to Goal 1:

- Continued to meet AYP for 2006 (met 20 of 20 AYP criteria)
 - Met 2006 API criteria
 - All significant subgroups met API goals in English Language Arts and Mathematics (Asian, Latino, Socioeconomically disadvantaged, English Learners)
 - 3rd and 5th grade dropped on CST ELA and Math
 - 3rd grade CST ELA scores have been lower than other grades for the last three years
 - Closed achievement gap between Latino and Asian students by 4 points as measured by API
 - Achievement Gap continues: Asian students scored 111 points higher as measured by 2006 API
 - K&1 students score significantly below the district on the Brigance Test. ELL score significantly lower than Non ELL
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Key Objectives for Goal 1

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

Objective 1: Moscone School will meet Phase II AYP criteria (35.2% Proficiency in ELA and 37.0% Proficiency in Mathematics) for all students and significant subgroups as measured by the 2008 CST assessment. 5% more of the L and ELL students (approximately two students per grade) will achieve proficient or advanced on 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: Identified low-achieving first grade students, including EL students will work with RRT / DLL teachers on the READING RECOVERY PROGRAM. In addition, identified

students will work with RRT/ DLL teachers in Early Literacy Groups, as determined by site needs. These groups will give special focus to the needs of ELL&L students.

Key Strategy 2: All staff will receive ongoing professional development in ELD Best Practices and vocabulary instruction. PD will be planned and assessed by the Curriculum and Instruction Committee that meets monthly.

Key Strategy 3: Targeted 3rd grade students (L & ELL) will participate in a 30 minute after school tutorial program.

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:

Data Conclusions related to Goal 2:

- Continued to meet Phase I AYP for 2006
- All significant sub groups met API goals: L, ELL, SED
- Achievement Gap continues between Asian and Latino students, although it was closed by four points
- 3rd and 5th grade scores dropped in ELA
- SPECED students made gains in ELA Proficiency from 9.1% to 20.0%. However, they continue to score lower than NONSPECED
- For the first year we have met & exceeded our AMAO 1 & AMAO 2 Targets: 1 –71% 2 – 58%
- Latinos and DISADV achieve lower than Asian on API (At or Above Proficient) LA & Math A 68.2% 89.8% L 44.2% 61.1% SDISADV 52.9% 73.3%
- Reclassified 14 % of ELLs
- Latinos increased on CST ELA assessment from 43% at proficient or advanced to 45%, and ELLs increased from 32% to 38%
- 58% (14 out of 24) of GATE students are ELLs, 46% (11 out of 24) are Latinos and 33% (8 out of 24) are Chinese

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: Moscone Elementary School will continue to close the achievement gap between Asian and Latino students by 5 points as measured by API, while increasing both group's API scores.

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.

Key Strategy 2: Phase IV of Universal Access time will be implemented as referenced in the California English Language Framework and California Mathematics Framework. Groups will be formed from CST data, CELDT data, teacher observations, and LALAR data. A minimum of 30 minutes of ELD instruction each day will be allocated for ELLs using resources such as the Rigby On Our Way to English program and the ELD Matrix of Grammatical Forms, from the Focused Approach to Frontloading English Language Instruction.

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:

Data Conclusions related to Goal 3:

- Continued to meet AYP for 2006
- School met and exceeded its statewide API goal- 835 to 841
- 2nd and 4th grades improved % of students at proficient or advanced on CST ELA
- 3rd and 5th grades decreased in % of students at proficient or advanced
- Moscone scored above the District and State on 5th grade Science CST but Science is still not taught consistently in Gr. K-3
- School has continued to show growth overall on the CST ELA assessment – % of students at proficient or advanced from 2002-2006, 38%, 46%, 50%, 54%, 56% respectively
- School has scored above the State and District in CST ELA for the last five years

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: Moscone School will continue to meet its API and AYP targets for all students and subgroups as measured by the 2008 CST assessments. In addition, 5% more students will score at proficient or advanced on the CST ELA assessment (approximately four students per grade level).

Key Strategies for Goal 3

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

Key Strategy 1: Teachers will analyze and graph classroom CST data at the beginning of the school year. Target areas will be determined and PD will be planned and implemented according to the need. The Curriculum and Instruction Committee will meet regularly to monitor and assess PD.

Key Strategy 2: Teachers will be provided with two release days. One day will be used at the beginning of the year to give individual diagnostic assessments such as running records. In addition, teachers will meet with the principal on these release days for an Academic Conference. During this conference, teacher and principal will discuss how to meet class and individual student needs.

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:

Data Conclusions related to Goal 4:

- Parent Surveys indicate they are satisfied with the school facilities and the dissemination of information on School Crisis Response
- Parent Information Meetings indicate that parents feel their children are safe at school
- Fire Department records indicate Moscone students have an excellent fire drill times
- All emergency materials/ supplies have been inventoried and updated
- Parents indicated they would like monthly attendance and uniform awards to compliment student of the month awards
- Student behavior indicates an understanding of the school discipline policy and behavior expectations, although, according to most teachers and the principal, a “community building” program would help students respect and appreciate each other
- Records indicate one suspension in the past 7 years and improvement on unexcused student absences & tardies

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: Improve the Moscone School climate and create a stronger sense of community on the playground throughout the 2007-2008 school year by reducing the number of office referrals for behavior and/or conflict between students.

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: The school will utilize a school-wide positive behavior program. All expectations for behavior will be posted throughout the school along with the Moscone Discipline Policy. School site staff will assist with the implementation of individual student behavior plans.

Key Strategy 2: Student committees will be created and utilized to build leadership skills among our 4th and 5th graders. For example, the biannual “Book Exchange”, led by 4th and 5th grade students will occur quarterly during the 2007-2008 school year.

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 Conclusions related to Goal 5:

- 99% attendance at mandatory Parent Teacher Conferences (up 2% from 2005-2006)
 - Student Dance performance turnout high
 - Low turnout for Parent workshops
 - 77% Parents indicate that they read the weekly newsletter
 - 99% parent attendance at SST's and IEP's.
 - Extended vacations and student tardiness improved but still problematic
 - Articulation of Homework Policy improving
 - Through Surveys, SSC and Community meetings parents indicated a high satisfaction with and a need to maintain Moscone's academic and visual/performing arts program
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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: Increase attendance at parent workshops and principal chats by 10%.

Objective 2: Increase authentic engagement of parents in school activities.

Key Strategies for Goal 5

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

Key Strategy 1: Learning Support Consultant and/or principal will personally invite parents of target students to all workshops and principal chats. Workshops and chats will alternate each month; in the morning one month and in the evening the next month.

Key Strategy 2: Create and support parent-led committees as well as include parents on appropriate school-wide committees such as the Safety Committee.

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></p> <p>Identified low-achieving first grade students, including EL students will work with RRT / DLL teachers on the READING RECOVERY PROGRAM. In addition, identified students will work with RRT/ DLL teachers in Early Literacy Groups, as determined by site needs. These groups will give special focus to the needs of ELL&L students.</p> <p>We will apply this strategy by conducting the following activities:</p> <ul style="list-style-type: none"> -Teachers will be provided time and assistance to analyze assessment data and select focal students - RRT/DLL will meet with grade level teams monthly to collaborate and communicate student achievement. 	Identify 1 st grade students by Sept. 10, 2007	Two full time Reading Recovery Teachers – One Spanish Bilingual	\$155,404	SIP, Title I, Consent Decree, LEP	Data
<u>Key Strategy 2:</u>					

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>All staff will receive ongoing professional development in ELD Best Practices and vocabulary instruction. PD will be planned and assessed by the Curriculum and Instruction Committee (CIC) that meets monthly.</p> <p>We will apply this strategy by conducting the following activities:</p> <ul style="list-style-type: none"> -CIC will meet prior to the start of school to analyze data, conduct a “needs assessment”, and outline professional development sessions. -Onsite Vocabulary teacher leaders will conduct review/follow up Vocabulary PD with the staff prior to the start and throughout the school year -Monthly CIC meetings will take place to assess and redirect if necessary PD -Release teachers for observing their peers in ELD best practices and vocabulary instruction <p><u>Key Strategy 3:</u></p> <p>Targeted 3rd grade students (L & ELL) will participate in a 30 minute after school tutorial program.</p> <p>We will apply this strategy by conducting the following activities:</p> <ul style="list-style-type: none"> -3rd grade teachers will analyze individual student data and choose focal students who will receive tutoring for the first quarter. At the end of each quarter, teacher, tutor, and principal will elect to keep the student in tutoring or replace with another 3rd grade, L or ELL student. 	<p>August 2007</p> <p>Ongoing</p> <p>Monthly</p> <p>Ongoing</p> <p>September 2007</p>	<p>Extended Hours</p> <p>Five substitute release days</p> <p>Hire tutor to implement tutoring program</p>	<p>\$650</p> <p>\$800</p> <p>\$2,759</p>	<p>LEP</p> <p>WSF</p> <p>WSF</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?*
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- The principal will attend all grade level meetings to assist in analyzing formative assessments, looking at student work, and planning instruction.
- The CIC will meet monthly to analyze and discuss effectiveness of PD sessions. Adjustments will be made as appropriate.
- The tutor will meet regularly with 3rd grade teachers to communicate information about targeted student needs.

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><u>Key Strategy 1:</u></p> <p>All teachers will receive training and professional development opportunities to improve differentiated instruction for ELL, GATE, and RSP students.</p> <p>We will apply this strategy by conducting the following activities:</p> <ul style="list-style-type: none"> -Teachers will be provided a PD session on differentiated instruction. Teachers will learn research-based best practices on how to differentiate content, process, and product to meet the needs of all students in their classrooms. 	September 2007				
<p><u>Key Strategy 2:</u></p> <p>Universal Access time will be implemented as referenced in the California English Language Framework and California Mathematics Framework. Groups will be formed from CST data, CELDT data, teacher observations, and LALAR data. A minimum of 30 minutes of ELD instruction each day will be allocated for ELLs using resources such as the Rigby On Our Way to English program and the ELD Matrix of Grammatical Forms, from the Focused Approach to Frontloading English Language Instruction.</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>We will apply this strategy by conducting the following activities:</p> <ul style="list-style-type: none"> -Universal Access time will gradually be implemented. HM ancillary materials such as the Challenge, ELL, Extra Support, and Classroom Management handbooks will be utilized. -Teachers will meet with focal student group daily for a minimum of 30 minutes. -Bilingual paraprofessional will be hired to assist in groupings and differentiated instruction -Prop H Librarian will work with 4th and 5th grade identified GATE to extend learning opportunities -RSP teacher, Speech teacher, and Special Ed. Para will work with identified students as well as students who are “at-risk”. -Spanish Bilingual teachers will be released two times per year to plan for implementation of the Building Biliteracy Guide (BBG) with support from Moscone’s Multilingual Content Specialist -Computer Lab and classroom technology will be used to support students’ individual and group needs. 	<p>Full Level IV implementation by October 2007</p>				
	<p>August 2007</p> <p>Weekly, Sept. 2007 – June 2008</p> <p>Daily – Aug. 2007-June 2008</p> <p>Sept. 2007, Jan. 2008</p>	<p>Regular Ed. Bilingual Para</p>	<p>\$24,827</p>	<p>WSF</p>	<p>Prop H Librarian</p>
	<p>September 2007-June 2008</p>	<p>Technology Consultant</p>	<p>\$5,000</p>	<p>WSF</p>	<p>Total of 8 release days/ Collaboration with Multi-Lingual Content Specialist</p>

Monitoring and Assessment for Goal 2

Questions to cover:

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

-
- The RSP, School Psychologist, Learning Specialist, Speech and or Principal will counsel students with learning or behavior problems and contact/involve the parents through the SST process languages, explaining the SST process.

- The SST committee will meet weekly to review students who have been referred as potentially at risk, look at student program placement, make recommendations for program changes or support, and review student progress in accessing the Core Curriculum..
- Budget modifications will be developed, updated and approved annually by the SSC with input by our SAC and ELAC. Staff and SSC will identify additional staff development and support programs for the school. An emphasis will be made to insure ethnic, religious, and socioeconomic and gender equity, including underserved populations and girls. SSC will monitor the implementation of Academic Plan with input from school community.
- EL student assessment data in English and the primary language will be monitored by the classroom teacher/LPAAAC and on the LALAR.
- GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects. They will work closely with the SSC and the principal to insure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day.
- CELDT, LALAR, and other assessment results will be used to inform appropriate instruction, which includes SDAIE strategies and native language support as needed.

Goal 3: Instructional Improvement

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

<p align="center">Actions to be Taken to Reach This Goal⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date⁶ Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>	<p align="center">District Support(s) Needed</p>
<p><u>Key Strategy 1:</u></p> <p>Teachers will analyze and graph classroom CST data at the beginning of the school year. Target areas will be determined and PD will be planned and implemented according to the need.</p> <p>We will apply this strategy by conducting the following activities:</p> <ul style="list-style-type: none"> -The Curriculum and Instruction Committee (CIC) will meet prior to the start of the school year, after CST data has been released -The Curriculum and Instruction Committee will meet monthly to monitor and assess PD. 	<p align="center">August 2007</p> <p align="center">Ongoing</p>				
<p><u>Key Strategy 2:</u></p> <p>Teachers will be provided with two release days. One day will be used at the beginning of the year to give individual diagnostic assessments such as running records. In addition, teachers will meet with the principal on these release days for an Academic Conference. During this conference, teacher and principal will discuss how to meet class and individual student needs.</p> <p>We will apply this strategy by conducting the following activities:</p>	<p align="center">Sept 2007, Jan 2008</p>	<p align="center">20 teachers, 2 release days</p>	<p align="center">\$6,400</p>	<p align="center">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.

Goal 4: School Climate

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

<p align="center">Actions to be Taken to Reach This Goal⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date⁸ Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>	<p align="center">District Support(s) Needed</p>
<p><u>Key Strategy 1:</u></p> <p>The school will utilize a school-wide positive behavior program. All expectations for behavior will be posted throughout the school along with the Moscone Discipline Policy.</p> <p>We will apply this strategy by conducting the following activities:</p> <ul style="list-style-type: none"> -All Moscone staff will use common language with the whole Moscone community and hold consistent behavior expectations for students that are decided upon together -School site staff will assist with the implementation of individual student behavior plans. 	<p>August 2007 – June 2008</p> <p>Ongoing – August 2007 – June 2008</p>				
<p><u>Key Strategy 2:</u></p> <p>Student committees will be created and utilized to build leadership skills among our 4th and 5th graders. For example, the biannual “Book Exchange”, led by 4th and 5th grade students will occur quarterly during the 2007-2008 school year.</p> <p>We will apply this strategy by conducting the following activities:</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>-One support staff member (Librarian, Learning Support Consultant, Student Nutritionist) will facilitate one student led committee. Common language and structure will be implemented. Students will be required to “apply” for a position on the committee.</p>	<p>Oct. 2007, Jan, March 2008</p>				
<p>-Two 5th grade students will participate on appropriate adult committees, such as the Safety Committee and the Walkathon fundraising committee.</p>	<p>Safety – Aug. 2007-June 2008 Walk –March 2008</p>				

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?*

-
- Student interviews before, during, and after the committee will assist in monitoring and assess the success of the committee.
 - The application process will consist of writing a persuasive essay as to why the student should be on the committee. The depth of the content of the writing will assist in monitoring and assessing the committee.
 - The number of referrals to the office, complaints on the playground or in the cafeteria, and conflicts will assist in monitoring and assessing the effectiveness of the positive behavior plan.

Goal 5: Parent and Community Involvement

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

<p align="center">Actions to be Taken to Reach This Goal⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p align="center">Start Date¹⁰ Completion Date</p>	<p align="center">Proposed Expenditures</p>	<p align="center">Estimated Cost</p>	<p align="center">Funding Source</p>	<p align="center">District Support(s) Needed</p>
<p><u>Key Strategy 1:</u></p> <p>Learning Support Consultant, classroom teachers, and/or principal will reach out to all parents, specifically targeted students' parents and will increase the promotion of parent workshops and principal chats.</p> <p>We will apply this strategy by conducting the following activities:</p> <ul style="list-style-type: none"> -Learning Support Consultant, classroom teachers, and/or principal will personally call to notify and invite target students' parents to every parent workshop and principal chat that is offered. -Parent workshops and chats will vary in the day of the week and the time that they are offered. – During the month of September, workshops will be offered during the day hours, and in the month of October, workshops will be offered in evening hours. -Workshops will continue to be advertised a month in advance. A raffle of books will take place at the Student of the Month Awards Assemblies for parents who return a slip stating they read the weekly newsletter. -Newsletters, flyers, and other information will continue to be sent home in all three language strands. 	<p align="center">Monthly</p> <p align="center">Monthly</p> <p align="center">Begin Sept 2007 – finish June 2008</p> <p align="center">Weekly, begin Aug 2007</p>	<p align="center">Books for raffle</p> <p align="center">Translation</p> <p align="center">Snacks,</p>	<p align="center">\$300</p> <p align="center">\$650</p> <p align="center">\$700</p>	<p align="center">Title I</p> <p align="center">LEP</p> <p align="center">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>-Snacks will continue to be offered at meetings, and childcare will be offered during evening meetings and workshops. -Morning announcements will continue to be translated on the first day of the week.</p>	Monthly	childcare			
<p><u>Key Strategy 2:</u></p> <p>Create and support parent-led committees and leadership roles as well as include parents on appropriate school-wide committees such as the Safety Committee.</p> <p>We will apply this strategy by conducting the following activities:</p> <ul style="list-style-type: none"> - Approach one or two parents prior to the start of school to invite them to participate on the school-wide Safety Committee and Building Advisory Committee - Gradually release responsibility of School Site Council Chairperson by meeting monthly, prior to SSC meetings to discuss agendas and leadership role during meeting - Approach parent leaders from previous year to head up school-wide fundraising committees such as the Walkathon Committee 					

Monitoring and Assessment for Goal 5

Questions to cover:

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

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- The number of parents who attend workshops
 - The number of slips received for reading weekly newsletter
 - The number of targeted students’ parents who attend workshops
 - Parents will be given a yearly needs assessment survey which will be analyzed by school community in the Spring. Input will be given at 2 Site Plan Community Meetings in the Spring. Priorities will be determined and calendar and action plan set.

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
Susan Zielinski		X					10-06
Jason Derderian			X				10-06
Mark Bickel			X				10-06
Erin Enderlin			X				10-06
Norma Govea				X			10-06
Deborah Ogburn					X		10-06
Leticia Lara					X		10-06
Allen Chan					X		10-06
Francis Fletes				X			10-06
Tracey Enriquez					X		10-06
Madeleine Robins					X		10-06
Donald Dong					X		10-06
Numbers of members of each category		1	3	2	6		

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
Susan Zielinski		X						10-06
Erin Enderlin			X					10-06
Alicia Ortega					X			10-06
Carolina Vigil					X			10-06
Francis Fletes					X			10-06
Silvia Najera					X			10-06
Michelle Li-Do					X			10-06
Norma Limu					X			10-06
Esperanza Cortez					X			10-06
Norma Govea				X				10-06
Numbers of members of each category		1	1	1	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
Susan Zielinski		X					10-06
Erin Enderlin			X				10-06
Maria Raygoza					X		10-06
Alicia Ortega					X		10-06
Francis Fletes				X			10-06
Jason Derderian			X				10-06
Deborah Ogburn					X		10-06
Idalia Suarez					X		10-06
Delia Si'liezar					X		10-06
Donald Dong					X		10-06
Numbers of members of each category		1	2	1	6		

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

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: 2-7-07
 - B. One meeting to present plan upon its completion.
DATE: 3-8-07
7. This school plan was adopted by the school site council on: April 10, 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:

<u>Susan Zielinski</u>	_____	<u>4-10-07</u>
Typed name of school principal	Signature of school principal	Date

<u>Deborah Ogburn</u>	_____	<u>4-10-07</u>
Typed name of SSC chairperson	Signature of SSC chairperson	Date