

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

MISSION EDUCATION CENTER ES

School

38 68478 6089585

CDS Code

March 16, 2007; Revised April 13, 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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Intervention</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Intervention</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	ELA	3	2	1	0	ELA	3	2	1	0	Intervention					Math	3	2	1	0	Math	3	2	1	0	Intervention				
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<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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Intervention</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Math:</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math:</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Intervention</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	ELA	3	2	1	0	ELA	3	2	1	0	Intervention					Math:	3	2	1	0	Math:	3	2	1	0	Intervention				
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<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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0																				
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<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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table> <p>(Math has not been offered to MEC teachers.)</p>	ELA	3	2	1	0	Math	3	2	1	0																				
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<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><i>N/A at MEC, we receive students at all levels throughout the school year.</i></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?**
-

Current-Year Objective 1:

By June 2007, with focused instruction in primary language reading and with the daily use of the Houghton-Mifflin Lectura Language Arts program, 95% of our students will increase at least one level in reading comprehension and 60% will achieve grade level proficiency or higher in reading comprehension, as measured by the standards-based California Reading and Literature Project (CRLP)-RESULTS assessments.

- a) What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**

RESULTS given 3 X a year-informs instruction, Vocabulary Development Initiative, Paraprofessionals working with targeted students in small groups and 1-1, Daily Teaching of Core Curriculum for two and half hours of L.A., differentiated curriculum, Creative Writing/Literacy Consultant (DCYF Grant/PAW), AB 466 Training,

- b) What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**

Students coming and going throughout the year at varying levels and with varying levels of education, pre-literate/under-schooled students entering through out the year with the majority of our students below grade level, over enrolled classrooms, new teachers, not enough staff, not enough money

- 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?**

Paraprofessionals and Elementary Advisor, Professional Development-Conferences, Consultants-poet, creative writing, After school program, Instructional Materials and Supplies, Field Trips, Substitute Days,

- d) What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**

Monthly Parent Workshops/Trainings, Nutrition Education Project, Parents for Public Schools, Migrant Education, JAIR Learning-SES provider, Multilingual Programs Content Specialist, ExCEL

Current-Year Objective 2:

By June 2007, with a focused instruction in math, using the Harcourt Math Program and supplementary hands-on math manipulatives, 60% of our students will achieve grade level proficiency or higher in mathematics skills in Spanish, as measured by Harcourt math assessments.

a) What key strategies and high-leverage activities are being implemented in order to achieve those objectives?

School wide vocabulary sentences, vocabulary initiative, Harcourt Math, small math groups, core curriculum, and on-going assessment.

b) What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?

Pre-literate/under-schooled newcomers, students at varying levels, over enrolled and/or large class sizes, no resource staff, getting teachers trained in the core and school wide curriculum and assessments, We are trying to overcome them through small group, 1-1 with teacher and/or para

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?

ELAP funds are used to purchase instructional materials in English; Substitutes to cover teachers in order to allow them time to give the CELDT and other assessments, Professional Development and Conferences. Title I funds are used to pay for extended hours for teachers to teach workshops to parents in how to help their children be successful in school. Instructional materials, consultants,

d) What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?

Monthly Parent Workshops/Trainings, Nutrition Education Project, Parents for Public Schools, Migrant Education, JAIR Learning-SES provider, Multilingual Programs Content Specialist, ExCEL after school program, KKCDC program

Current-Year Objective 3: ELD

All ELL students (100% of MEC newcomer students) will receive instruction in their primary language. In addition, there will be two blocks of instructional time daily, for English Language Development, one in a core area and one in ELD. Staff will focus on teaching Math Academic language in English, resulting in 50% of our 2nd-5th grade students scoring Basic or above in the Math section of the CST in April 2006.

a) What key strategies and high-leverage activities are being implemented in order to achieve those objectives?

Rigby – “On Our Way to English” ELD program implemented in every classroom, including Professional Development and support from Multilingual Programs Content Specialist, Vocabulary Development Initiative Training, School Wide English Vocabulary Weekly Sentences, Purchased English Math books and Spanish-English Math Glossaries, All staff are teaching and focusing on Math Academic language, and Consultants-World Dance/Movement in English,

b) What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?

All of our students speak Spanish and no English upon arrival, many students arrive late in the year after others have already learned some basic oral English. We do not have English speaking student role models. We have large class sizes at the 4th and 5th grades and K-3rd is overenrolled by January. We have no support teachers other than classroom teachers. We do use paraprofessionals to help with small group and 1-1 instruction.

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?

ELAP funds are used to purchase instructional materials in English; Substitutes to cover teachers in order to allow them time to give the CELDT and other assessments. Professional Development and Conferences are provided to staff to help improve academic achievement. Categorical funding is used to pay salaries for our Spanish bilingual instructional aides. Our paraprofessionals work in the classrooms under the direction and guidance of the classroom teacher, providing individual and small group instruction. Under the direction, guidance and lesson planning of our teachers, the paraprofessionals also tutor our underperforming students during extended learning time. We have purchased supplementary instructional supplies to also help our

students meet the standards. We use this funding for field trips and extended learning time. We also have parent education workshops to teach our parents how to help their children make significant academic gains. We use these funds to pay teachers extended hours to work on curriculum alignment with the standards and analysis of our ongoing assessment. We have purchased computers, software and internet connections in order to support our students meet standards. Students are continuously assessed in order to inform and guide instruction, so that academic needs of the students are addressed and taught. We provide, through JAIR Learning, an after school tutoring program-Supplemental Educational Services for the students who qualify. We will soon add the ExCEL after school program, too.

d) What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?

We also encourage parents to attend a district CBET (Community Based English Tutoring Program) class. We offer, with the help of a retired teacher, a literacy class in Spanish for pre-literate parents. Nutrition Education Project, the learning support professional, and Primary Intervention Program are also site support programs to assist our students and families. Bilingual paraprofessionals (state, district and federally funded) work with targeted students needing help with identified LA and Math skills. Monthly parent education workshops are held to provide parents in their primary language with information that will support their students' achievement. The impact of the additional resources is improved academic achievement.

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:

- Upon arrival, 100% of our pre-literate/under-schooled EL students scored significantly lower than our EL students who arrived in this country with previous schooling. 95% of all EL newcomer students arrive at MEC below grade level in all academic skill areas, as measured by RESULTS, ALAS, and Harcourt Math in September and upon arrival through out the school year.
 - Conclusions from parent surveys, teacher priorities, formal and informal assessments, classroom observations, and community meetings: *Increase fluency in reading comprehension, writing skills, and math skills in Spanish and English for all students; specifically focusing on preliterate/under-schooled and at-risk students. *Increase ELD for all newcomer students. * Increase visual/performing arts, music, technology/computers, and physical education programs to align to the content and performance standards for all of our EL newcomer students; including Special Ed, GATE, Migrant, and EDY students.
 - Patterns and Trends observed over multiple years: We are a one year newcomer school for Spanish speaking immigrant students who do not speak English, with new students attending every school year. The pattern/trend observed over the past three years is that there is an increase in students arriving into the US with either little or no schooling and if they have had schooling in their county they are below grade level in all academic skill areas.
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Key Objectives for Goal 1

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

Objective 1:

By June 2008, 95% of our Pre-Literate/Under-Schooled EL newcomer students will improve by at least one grade level in reading comprehension and math in their primary language (Spanish), as measured by the standards-based California Reading and Literature Project-RESULTS assessments and Harcourt Math assessments.

Objective 2:

By June 2008, with focused instruction in primary language reading, vocabulary development, and with the daily use of the Houghton-Mifflin Lectura Language Arts program, 70% of our Pre-Literate/Under-schooled and below grade level EL newcomer students will achieve grade level proficiency or higher in reading comprehension in their primary language (Spanish), as measured by the standards-based California Reading and Literature Project-RESULTS assessments.

Key Strategies for Objectives

[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:

Targeting and focusing on preliterate/under-schooled EL newcomer students, MEC teachers and paraprofessionals will instruct these students using district adopted and supplemental instructional materials and texts, for the required number of instructional minutes; as measured by principal walk-throughs, classroom observations, lesson plans, daily schedules, improved student performance on assessments (Brigance, RESULTS, ALAS, Harcourt Math, STS, CTS), and professional development opportunities.

Key Strategy 2:

Teachers will continue to provide differentiated instruction through curricular modifications, adaptations, front loading, small flexible groups, and on-going assessments (RESULTS, Harcourt Math assessments, STS, APRENDA) to meet the individual needs of the targeted students, and paraprofessional staff will provide support activities and extended learning time to targeted preliterate/under-schooled and low performing students.

Goal 2: Academic Equity

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

Data Conclusions for Goal 2

Questions to cover:

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

Key Findings:

- Approximately 55% of our student population is currently on grade level or higher in reading comprehension and reading skills in Spanish, as assessed by the standards-based California Reading and Literature Project (CRLP)-RESULTS in February 2007. In September 2006, 10% were on grade level.
- Approximately 60% of our student population is currently on grade level in mathematics skills in Spanish, as measured by Harcourt math assessments, given in February 2007. In September 2006, 25% were on grade level.
- Approximately 25% of our student population is on grade level or higher in written language skills in Spanish, as measured by the Authentic Literacy Assessment System (ALAS) writing rubric assessment in February 2007. In September 2006, 5% were on grade level.
- Patterns and Trends observed over multiple years: We are a one year newcomer school for Spanish speaking immigrant students who do not speak English, with new students attending every year. The pattern/trend observed over the past three years is that there is an increase in students arriving into the US with either little or no schooling and if they have had schooling in their county they are below grade level in all academic skill areas. After giving students assessments upon arrival, approximately 95% of our students arrive below grade level in reading and writing skills and 75% are below grade level in math skills.

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:

By June 2008, with focused instruction in primary language (Spanish) writing skills, 60% of MEC EL newcomer students will score at or above grade level (score of 4, 5 or 6), as measured by the Authentic Literacy Assessment System (ALAS).

Objective 2:

By June 2008, with a focused instruction in math, using the Harcourt Brace Math Program and supplementary hands-on math manipulatives, 80% of our students will achieve grade level proficiency or higher in mathematics skills in Spanish, as measured by Harcourt math assessments, STS, and APRENDA.

Key Strategies for Objectives

[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:

CRLP-RESULTS standards based reading assessments and Authentic Literacy Assessment System (ALAS writing rubric assessment) will be given to all MEC students, three times during school year (Oct., Jan., and May); thus informing and enriching instruction and curriculum resulting in increased academic achievement. New teachers will be given professional development in the use of ALAS, RESULTS, and Harcourt Math Assessments.

Key Strategy 2:

During staff meetings, grade level meetings, and/or district buy back days, staff will engage in Math Professional Development addressing the core curriculum (Harcourt Brace Math), supplemental math materials, math assessments, pacing, standards, hands-on manipulatives, and vocabulary development.

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:

- With a school wide focus on teaching and using academic math language in English, 48 % of 5th, 21% of 4th, and 11% of 3rd grade students scored Basic on the Math CST and 15% of 5th grade students scored PROFICIENT on the Math CST (May 2006), thus enabling us to meet our API for the first time. These students have transferred to other SFUSD schools for school year 2006-2007.
- CELDT Scores from 2006 Annual Proficiency Level Summary: In overall Proficiency 100% of our students scored at the BEGINNING Proficiency Level in English.
- Conclusions from parents' surveys every year, requests more ELD and to increase fluency in English for all newcomer students.

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 May 2008, with a focus on teaching academic math language in English, 60% of our 2nd-5th grade EL newcomer students will score BASIC or above in Math on the CST.

Objective 2:

By September 2008, with two periods of ELD daily, 50% of our students will advance to the EARLY INTERMEDIATE Level in English as measured by the CELDT. (Students will be given the CELDT at their new schools in September 2008; the results will need to be sent to MEC for our previously enrolled students.)

Key Strategies for Objectives

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

Key Strategy 1:

All MEC teachers will teach 2 periods daily of ELD: focusing on math academic language in English, using glossaries, front loading techniques, vocabulary development, weekly school wide vocabulary sentences, and teaching Rigby's "On Our Way to English."

Key Strategy 2:

MEC staff will continue in the Vocabulary Initiative Training and Professional Development Program. MEC staff will also be trained by Multilingual Programs in the use and implementation of the new district Building Biliteracy Guide (BBG) to help our newcomer EL students to transition from Spanish to English reading and to continue to strengthen Spanish reading skills, resulting in improved academic performance. MEC staff will also be provided professional development, with support from Multilingual Programs, in the Focused Approach.

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:

Based on teacher surveys, student surveys and parent surveys; Mission Education Center is primarily a safe, clean learning environment. Parents would like to have more parent workshops in the areas of health, nutrition and knowledge of available health resources in San Francisco. Parents had concerns regarding bus transportation – safety, being on time, behavior issues.

Key Objectives for Goal 4

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

Objective 1:

By the end of the 2007-2008 school year, the number of incidents of classroom disruptions, fighting, violence, and slurs will not exceed 2% of the school population as evidenced by logs and monthly incident and suspension reports.

Objective 2:

During the 2007-2008 school year, all students will receive thirty hours (at least 20 lessons) of health education from the Health Standards and curriculum with six hours devoted to tobacco and drug prevention.

Key Strategies for Objectives

[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:

MEC will utilize and enforce a school-wide positive behavior plan/policies by developing, reviewing, sharing and posting rules related to safety and positive school climate expectations. School site staff will assist with the implementation of individual behavior plans, as needed.

Key Strategy 2:

As part of the Nutrition Education Project, the Site Nutrition Coordinator (SNC), the Health Advocate, and the Nutrition/Physical Education Teacher Leaders (NPTLs) will provide staff development and grade level specific curriculum; including nutrition and SPARKS PE, modeling of health/nutrition lessons for teachers; the SNC will also provide multicultural cooking classes, family health nights, and parent nutrition workshops.

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:

- Parent surveys showed an overwhelming majority of MEC parents are satisfied with what is happening in the school. They want more parent workshops in the following areas: Helping with Homework, Nutrition, Behavior Help, Health, Family Reading, Math, Science, and one on available resources for them in their new country.
 - Approximately 70% of our parents (Spanish speaking newcomer parents) attend back to school night, open house, monthly parent workshops and community meetings.
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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:

During the 2007-2008 school year, 80% of parents will attend monthly parent education workshops conducted in Spanish by teachers and consultants to support newcomer families, student learning, social, personal and academic needs, as evidenced by agendas, sign-in sheets and workshop evaluations.

Objective 2:

During the 2007-2008 school year, all parents will be informed of curriculum standards, school programs, academic and behavioral expectations and requirements, school site academic plan; and will attend parent teacher conferences, as evidenced by sign-in sheets, agendas, informational bulletins, and conferences.

Key Strategies for Objectives

[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:

The school will on an on-going basis inform parents and the community about our school, community resources, the rules, the expectations, procedures and policies, core curriculum, content and performance standards, teaching practices, healthy school information, calendar, schedules, lending libraries, field trips, classroom activities, special programs, career awareness activities, and all other information, etc.; through daily announcements, letters, fliers, phone calls, home visits, biweekly newsletter, phone trees, parent workshops and meetings (ALL communication is conducted in Spanish-parents' primary language).

Key Strategy 2:

Upon registration and ongoing, all newcomer families will be given (in Spanish) the Parent/Student Handbook; an information packet; school, bus, library, parent involvement policies and rules; the biweekly bulletin/newsletter; CBET-ESL class information; transportation information; the school brochure; emergency cards; application for lunch; Home-School Compact-which outlines how parents, staff and students will share the responsibility for improved student achievement (signed by student, parent, teacher, principal); ExCEL After School Program Information, Schedules and applications; and, Kate Kennedy CDC information and applications will be given to all interested and qualifying parents.

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	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Targeting and focusing on preliterate/under-schooled and below grade level EL newcomer students, MEC teachers and paraprofessionals will instruct these students using district adopted and supplemental instructional materials and texts, for the required number of instructional minutes; as measured by principal walk-throughs, classroom observations, lesson plans, daily schedules, improved student performance on assessments (Brigance, RESULTS, ALAS, Harcourt Math, STS, CTS), and professional development opportunities.</p> <ul style="list-style-type: none"> • High leverage activities: 50% of MEC teachers will attend, during Summer 2007, the week long ADVANCED AB466 HM Lectura-Language Arts Training; which focuses on instruction, writing, curriculum, and activities that go above and beyond the core curriculum, thus helping to close the achievement gap for our EL students. • High leverage activities: All staff will analyze multiple sources of student achievement data including the standards-based California Reading and Literature Project (CRLP)-RESULTS, Harcourt Math Test, APRENDA, STS, CST, CELDT, On Our Way to English, Brigance, Interactive Journals, ALAS Writing Rubric, Portfolios and LALARS, to identify areas of 	8/07-6/08			Buy Back Days-PD
	Summer 2007	District Funding	District Title I Funds	District Funding
	9/07-6/08	Instructional Materials and Supplies (\$9,545.00)	WSF, Title I, SIP	Assessment Materials and Data

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>need in Reading, Language Arts, ELD, and Math, and to inform instruction in order to close the achievement gap. Assessment data will also be used to guide school-wide planning, differentiated instruction, and ongoing monitoring and review of student progress.</p> <p>Teachers will need release days to assess students individually, using the standards based CRLP-RESULTS and ALAS assessments. ALAS and RESULTS will be done three times during the school year. Teachers will meet in grade level clusters to analyze the data and inform instruction from the above assessments.</p> <ul style="list-style-type: none"> • High leverage activities: All MEC staff will continue to receive and be part of the district Vocabulary Initiative Professional Development Training, thus implementing vocabulary instruction using front loading techniques and direct teaching (across the curriculum in both Spanish and English), resulting in higher academic achievement in reading comprehension. MEC Teacher Leaders will conduct the professional development. 	<p>9/07, 1/08, 5/08</p> <p>9/07-6/08</p>	<p>Release Days for Substitutes (\$8,000.00)</p>	<p>Title I</p>	<p>Continued participation in the district Vocabulary Initiative</p>
<p>Key Strategy 2: Teachers will continue to provide differentiated instruction through curricular modifications, adaptations, front loading, small flexible groups, and on-going assessments to meet the individual needs of the targeted students, and paraprofessional staff will provide support activities and extended learning time to targeted preliterate/under-schooled and low performing students.</p> <ul style="list-style-type: none"> • High leverage activities: Teachers, Spanish bilingual paraprofessionals, and the elementary advisor will conduct direct and indirect instruction with flexible groupings, according to data analysis and discussions in monthly cross grade level clusters. Staff will identify strategies for differentiating the curriculum to meet individual student needs and learning styles of each student, specifically understanding and focusing on the needs of newcomer EL students. • High leverage activities: All staff members, specifically teachers, will participate in focused professional development during monthly staff meetings, professional development institutes/days, summer institutes, conferences and monthly teacher work groups. Teacher leaders, district staff and external consultants will conduct the meetings/professional development workshops which will focus on effective instructional strategies in reading and language arts, math instruction, and ELD emphasizing the specific needs of EL 	<p>8/07-6/08</p> <p>8/07-6/08</p>	<p>Spanish Bilingual Instructional Aides (\$71,724.00) and Elementary Advisor (\$32,284.00)</p> <p>Travel and Conferences (\$4,000.00) Substitute Release Days (\$8,000.00) Consultant Fees (\$1,000)</p>	<p>LEP, SIP, WSF, Title I</p> <p>Consent Decree, Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>Instructional Aides provided with Professional Development</p> <p>District Sponsored PD</p>

<p>newcomer students, including preliterate/under-schooled, SpEd, GATE, and EDY. 10% of Title I funds will be allocated for PD (PI school).</p> <ul style="list-style-type: none"> High leverage activities The staff will utilize educational programs/resources and Artists-in-Residence, such as AIMS, Headlands Institute, Junior Achievement, Calif. Poets in the Schools, Performing Arts Workshop, Visual Artist, Mission Science Workshop, and Technology Support to enrich and extend learning opportunities in order to close the achievement gap and assist all of our EL newcomer students, including pre-literate/under-schooled, GATE, at risk, EDY, and special education students, to meet/exceed State standards. Integrating the arts into the standard-based curriculum improves all academic areas, specifically ELD. 	<p>10/07-6/08</p>	<p>Consultants: (\$14, 626) World Dance and Movement, Creative Writing and Art, Poet, Mission Science Workshop Field Trips and Transportation: (\$4046.)</p>	<p>WSF, Title I, Prop H, EAP, DCYF Grant</p> <p>LEP</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?*

Principal walk throughs and observations, staff evaluations, daily lesson plans, RESULTS, ALAS, STS, APRENDA, Portfolio assessments, pre and post benchmark assessments, grade level and cross grade level meetings, professional development, BTSA for new teachers, program evaluations, SSC meetings, parent conferences, and school surveys.

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.

<p style="text-align: center;">Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁴ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: CRLP-RESULTS standards based reading assessments and Authentic Literacy Assessment System (ALAS writing rubric assessment) will be given to all MEC students, three times during school year (Oct., Jan., and May); thus informing and enriching instruction and curriculum resulting in increased academic achievement. New teachers will be given professional development in the use of ALAS, RESULTS, and Harcourt Math Assessments.</p> <p>• High leverage activities Targeted students (including Preliterate/Under-Schooled, EDY and at-risk) scoring below grade level on the standards-based California Reading and Literature Project (CRLP)-RESULTS, Authentic Literacy Assessment System (ALAS) writing rubrics, Brigance, math assessments, portfolios, and who are performing poorly on report cards, standards, and classroom assessments will receive small group instruction, tutoring sessions, and/or extra learning time, individually and in small flexible groupings, during the school day and in the after school ExCEL program. With the guidance, collaboration and lesson planning of the classroom teacher; Spanish bilingual instructional aides, elementary advisor, principal, Content Specialist, Literacy Teacher, SF school volunteers, Speech Therapist, RSP, and ExCEL tutors will all tutor these students. Through ongoing monitoring/assessing of student progress, program modifications and instructional strategies will be revised.</p>	<p>9/07-6/08</p>	<p>Instructional Aides AO3S</p> <p>Elementary Advisor R40S</p> <p>Supplementary Instructional Materials</p>	<p>WSF, SIP, LEP, Title I</p> <p>Consent Decree, Title I</p> <p>WSF, Title I, SIP, ELAP, Block Grant</p>	<p>ExCEL Program Support-Staff and Budget</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.

<ul style="list-style-type: none"> • High leverage activities All staff will be provided with on-going professional development in the area of writing and the use of the Authentic Literacy Assessment System (ALAS). Professional development will be provided by Teacher Leaders, Multilingual Content Specialist with ALAS training. Rubrics and scattergrams will be analyzed and discussed at cross grade level meetings. • High leverage activities All MEC teachers will use front loading, scaffolding, students' prior knowledge, graphic organizers, brainstorming, vocabulary development, sequencing, and rich cultural literature to teach writing skills, including Topic, Organization, Style/Voice and Conventions (spelling, grammar, punctuation). 	8/07-6/08	Substitute Days	Title I	Multilingual Programs Support and Training of ALAS
<p>Key Strategy 2: During staff meetings, grade level meetings, and/or district buy back days, staff will engage in Math Professional Development addressing the core curriculum (Harcourt Brace Math), supplemental math materials, math assessments, pacing, standards, hands-on manipulatives, and vocabulary development.</p> <ul style="list-style-type: none"> • High leverage activities Through curricular adaptations, front loading techniques, differentiation of instruction, hands-on materials, ongoing assessment and data analysis; the needs of all or our EL students; including special education, Preliterate/Under-Schooled, GATE/high potential, at risk, EDY and migrant students, will be addressed. Through ongoing monitoring, the improvement of lesson planning and teaching strategies will continue to be fine-tuned, assuring that all students have access to the Core Curriculum. • High leverage activities All staff will be provided with professional development in the area of math and math assessment. Professional development will be provided by Teacher Leaders, district personnel, conferences, and district workshops. Time at staff meetings will be provided to specifically discuss the implementation of the math curriculum. • High leverage activities All new MEC teachers will be provided with district coaches, a staff mentor, and the BTSA and New Teacher Program 	9/07-6/08	Supplementary Instructional Materials	WSF, Title I, SIP, ELAP, Block Grant	District Buy Back Days-Math PD BTSA, New Teacher Program
	8/07-6/08	Travel and Conferences	Title I	
	8/07-6/08			

Monitoring and Assessment for Goal 2

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above? Principal walk throughs and observations, staff evaluations, daily lesson plans, RESULTS, ALAS, Harcourt Math Assessments, STS, APRENDA, Portfolio assessments, pre and post benchmark assessments, grade level and cross grade level meetings, professional development, BTSA for new teachers, program evaluations, SSC meetings, parent conferences, and school surveys.

<p>Key Strategy 2: MEC staff will continue in the Vocabulary Initiative Training and Professional Development Program. MEC staff will also be trained by Multilingual Programs in the use and implementation of the new district Building Biliteracy Guide (BBG) to help our newcomer EL students to transition from Spanish to English reading and to continue to strengthen Spanish reading skills, resulting in improved academic performance. MEC staff will also be provided professional development, with support from Multilingual Programs, in the Focused Approach.</p> <p>• High leverage activities English learners (ELs), 100% of our newcomer population, will be provided with bilingual education K-5 in their primary language, using adopted materials and including using transitional materials, such as the Building Biliteracy Guide supporting their transition to English and to their new school sites. Staff will be provided with PD in the use of the BBG and the BBG materials by Multilingual Programs. Staff will also be provided with PD, with the support of Multilingual Programs, in the Focused Approach.</p> <p>• High leverage activities LALARS will be used as an on-going ELD assessment tool for all EL newcomer students, updated at least 4 times during the school year and provided to parents at parent teacher conferences.</p> <p>• High leverage activities On-going continued PD at staff meetings and buy back days in the area of Vocabulary Development, provided by Lead Teachers trained by the district vocabulary Initiative trainers.</p>	<p>8/07-6/08</p> <p>10/07, 1/8, 3/08, 6/08</p> <p>8/07, 11/07, 1/08, 3/08</p>			<p>BBG materials and training provided by Multilingual Programs. PD in Focused Approach.</p> <p>LALARs provided by Multilingual Programs</p> <p>District Vocabulary Initiative</p>
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Monitoring and Assessment for Goal 3

Questions to cover:

How will the school monitor implementation of the high leverage activities above? On-going use of LALARs, BBG implementation, Focused Approach implementation, Purchase of Supplemental Materials, Principal walk throughs and observations, staff evaluations, daily lesson plans, RESULTS, ALAS, Harcourt Math Assessments, STS, APRENDA, Portfolio assessments, pre and post benchmark assessments, grade level and cross grade level meetings, professional development, BTSA for new teachers, program evaluations, SSC meetings, parent conferences, and school surveys.

Goal 4: School Climate

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

<p style="text-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 style="text-align: center;">Start Date⁸ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: MEC will utilize and enforce a school-wide positive behavior plan/policies by developing, reviewing, sharing and posting rules related to safety and positive school climate expectations. School site staff will assist with the implementation of individual behavior plans, as needed.</p> <ul style="list-style-type: none"> • High leverage activities At first professional development meeting in August 2007, MEC staff will develop, revise, and describe our school-wide positive behavior model, making appropriate changes based on school safety needs; thus supporting and providing a safe, secure school with a positive school climate. • High leverage activities The school-wide behavior rules will be posted through-out the school and in every classroom. Teachers will review these rules, including rewards and consequences, during the first week of school; continuing and following up on an ongoing basis through out the school year. • High leverage activities Caring School Team (principal, learning support professional, site nutrition coordinator, resource specialist, speech therapist, elementary advisor, secretary) will meet weekly to discuss specific students and families in crisis, school wide issues, the SST process, SART, health education, and other social issues; thus supporting the school wide behavior program and supporting a safe and secure school environment. 	<p>8/07 and on-going as needed</p> <p>8/07 and continued through out the school year</p> <p>9/07 and continued weekly</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>• High leverage activities The following policies will be reviewed and implemented with the staff annually at the first staff professional development meeting. These include: <i>Tobacco, Alcohol, Drug Policy; Sexual Harassment Policy; Anti-Slur Policy; Discrimination Against Gay, Lesbian, Bisexual, and Transgender Students; Confidentiality Regarding HIV Issues; Child Abuse: Reporting Considerations; Parent Notifications: Things to Consider; Suspension and Expulsion Policy; and Guidelines on Consent and Confidentiality; and Emergency and Crisis Response, Procedure to Notify Teachers of Dangerous Students, Staff Ingress and Egress, Procedures to Ensure a Safe and Orderly Environment, and rules and procedures on School Discipline.</i></p>	8/07 and on-going as needed			District Mandated, District trains and gives Principals' policy information at Leadership Training in August 2007
<p>Key Strategy 2: As part of the Nutrition Education Project, the Site Nutrition Coordinator (SNC), the Health Advocate, and the Nutrition/Physical Education Teacher Leaders (NPTLs) will provide staff development and grade level specific curriculum; including nutrition and SPARKS PE, modeling of health/nutrition lessons for teachers; the SNC will also provide multicultural cooking classes, family health nights, and parent nutrition workshops. Students will be provided daily with breakfast and lunch, and 100% of our meal eligibility applications will be turned in as we register new students.</p> <p>• High leverage activities Teachers will receive professional development and grade level specific curriculum, in order to teach the required 30 hours (at least 20 lessons) of health education curriculum; including nutrition education and SPARKS PE professional development.</p> <p>• High leverage activities All teachers will teach the required 200 minutes per 10 days (approximately 20 minutes per day) of Physical Education instruction. Teachers will be provided with SPARKS PE equipment and curriculum. Teachers will be supported and coached by the SNC and the NPTLs.</p> <p>• High leverage activities All MEC newcomer students will be provided with health screenings and programs (vision, hearing, dental, and dental sealants). The school health worker will follow up by sending letters to families whose children need referrals. The Caring School Team will support and provide resources to families in need.</p>	8/07-6/08			School Health Programs offers PD in Nutrition, Health Education, and SPARKS PE.
<p>• High leverage activities All teachers will teach the required 200 minutes per 10 days (approximately 20 minutes per day) of Physical Education instruction. Teachers will be provided with SPARKS PE equipment and curriculum. Teachers will be supported and coached by the SNC and the NPTLs.</p>	8/07-6/08	PE Equipment/ Other Supplies (\$9,201.00)	WSF, SIP, Block Grant	
<p>• High leverage activities All MEC newcomer students will be provided with health screenings and programs (vision, hearing, dental, and dental sealants). The school health worker will follow up by sending letters to families whose children need referrals. The Caring School Team will support and provide resources to families in need.</p>	9/07-5/08			School Health Programs Vision and Hearing Screening

Monitoring and Assessment for Goal 4

Questions to cover:

- 1. How will the school monitor implementation of the high leverage activities above? Health Survey, Parent Surveys, Staff Surveys, PD evaluations, Principal Walk-throughs, observations and evaluations, data collected by SNC and School Health Programs, PE test, SPARKS observations, Health Screenings-dental, vision, and hearing, referrals for physicals and mental health, school rules posted through out school, parent newsletters sent home in Spanish, Parent Information Board updated, SST logs, Suspension logs, Behavior logs, LSP logs and schedules, SNC schedules, Meal Eligibility Applications turned in, and Cooking Cart Check out schedule.*
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<ul style="list-style-type: none"> • High leverage activities All teachers will conduct parent-teacher conferences twice a year, Back to School Night/Open House and maintain regular communications with parents to convey student progress, interpretation of assessment results, and to obtain their feedback and input. 	9/07, 11/07, 3/08 and on-going			
<p>Key Strategy 2: Upon registration and ongoing, all newcomer families will be given (in Spanish) the Parent/Student Handbook; an information packet; school, bus, library, parent involvement policies and rules; the biweekly bulletin/newsletter; CBET-ESL class information; transportation information; the school brochure; emergency cards; meal applications; Home-School Compact-which outlines how parents, staff and students will share the responsibility for improved student achievement (signed by student, parent, teacher, principal); ExCEL After School Program Information, Schedules and applications; and, Kate Kennedy CDC information and applications will be given to all interested and qualifying parents.</p> <ul style="list-style-type: none"> • High leverage activities Biweekly parent bulletins will be sent to all families in Spanish, informing parents of school policies, procedures, activities, workshops, school-wide information, and available resources. • High leverage activities Regular Spanish bilingual parent meetings/SSC/ELAC and community meetings will provide opportunities for parents to make suggestions and for the school staff to respond in a timely manner to the suggestions made by parents; regarding State, Federal and Site/Academic Plan programs and allocations. Parents will be involved in an organized, ongoing and timely way in the planning, review, and improvement in all State, Federal and Academic/Site Plan programs. • High leverage activities Pre-literate parents/family members will be offered and encouraged to take a Spanish literacy class, offered twice a week at MEC, taught by a SF School Volunteer retired bilingual teacher. 	8/07-6/08 9/07-5/08 9/7-5/08 Twice a week	Repair and Maintenance of RISO Machine	SIP	SSC Summit and SSC Training by District

Monitoring and Assessment for Goal 5

Questions to cover:

How will the school monitor implementation of the high leverage activities above? Progress Reports, Back to School Night, Sign-in Sheets, SSC/ELAC/SAC Election Results, Workshop Evaluations, Parent Surveys, Parent Newsletters, Meal Eligibility Applications, Emergency Cards Updated, SSC minutes, Academic plan and Budget Review, and by Parent communication.

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
Deborah Molof		X					
Numbers of members of each category		1					

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.

