

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**Jose Ortega Elementary**  
School

38684786041271  
CDS Code

March 16, 2007  
Date of this plan/revision

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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

# ACADEMIC PROGRAM SURVEY

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

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

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

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

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

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

## **DATA SUMMARY**

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

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## EXECUTIVE SUMMARY

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### **Analysis of Current Educational Practice**

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

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

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

Closing the achievement gap for our African American students is a key focus. Currently, 17.1% of our African American students scored proficient or above on CST/ELA, this score shows a decrease of 6.3%. In math CST school-wide Jose Ortega moved from 51.9% proficient or above to 64.6%; however African American students were scoring at 28.2% proficient or above, continuing to show an achievement gap. Our objective is that 30% of our African American students will score at proficient level in CST/ELA and 32% will be proficient CST/Math by Spring 2007.

#### **High Leverage Activities:**

- .5 Literacy Specialist provides fourth and fifth grade targeted students, that are scoring below benchmark on the SCOE tests, 2.5 extra hours of reading per week.
- .5 Literacy Specialist provides extra reading support for targeted students in Kindergarten-Third grade that are scoring below benchmark on the SCOE tests.
- .5 Reading First Coach provides teachers with support needed to deliver well developed instructional practices that not only enhances teaching, but enhances learning for targeted students.
- Instructional Reform Facilitator helps to design strategies for teaching targeted groups of students, provides professional development for the staff around best practices and coaches teachers to improve their teaching skills.
- Fourth/Fifth Grade Reduction Teacher allows us to lower class sizes at the fourth and fifth grade to 25 students per class.

- Monthly planning time to review math assessments and SCOE assessments at the end of each Houghton Mifflin theme and creating teaching strategies for under-performing African American students, Special Education and GATE students.
- Use of biweekly Problems of the Week to increase number sense in math for students school-wide.

#### Challenges and Barriers:

- Many students that fit into the targeted student category arrive to school at least 20 to 30 minutes late. These students miss valuable ELA time.
- The SART team has made these tardy students a priority and has had contact with parents to improve students' tardiness through the SST process if needed.

#### Resources:

- WSF funds are being used to staff classroom teachers, a secretary and the principal
- .5 Reading First Coach is funded through Teaching and Learning
- .5 Literacy Teacher is funded through various funds
- 4<sup>th</sup>/5<sup>th</sup> Classroom Reduction Teacher is funded through various funds
- Instructional Reform Facilitator is funded through State and Federal

Our YMCA after school program has been able to provide our students with extra instruction time for homework and literacy activities. The America Reads Project, from San Francisco State University, provides targeted students with 45 minute, one-to-one tutoring sessions, three times a week. Since we are a PI school, our students receive SES through Education Station (1<sup>st</sup>-3<sup>rd</sup>) and Kaplan (3<sup>rd</sup>-5<sup>th</sup>). These services have helped many of our targeted students academically.

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### **Current-Year Objective 2: Goal 3: Improving Instruction and School Reform**

Our school-wide objective would be to increase the scores on CST/ELA from 78% to 85% at basic and above and from 40% to 45% proficient and above school-wide. We would also like to increase the scores on CST/Math from 82% to 87% at Basic and above and from 65.2% to 70% Proficient and above school-wide. We are implementing best practices for ELA in our classrooms. Teachers use techniques such as Interactive Writing, Interactive Editing and various vocabulary strategies to help improve students' reading comprehension and writing. The Reading First coach and IRF provide models for instruction. The math committee has created weekly problems that focus on number sense. All students K-5<sup>th</sup> participate in solving these problems. The literacy teacher provides intervention in reading for grades 1<sup>st</sup>-5<sup>th</sup>.

#### Key Strategies and High Leverage Activities:

- Monthly professional development using release time to review student reading and math data
- Monthly professional development to review lesson planning for targeted students

- Focal Student-Individual Learning Plans and Focal Student conferences
- Weekly grade level meetings
- Cross-grade level collaboration
- After school tutorial for targeted students
- IRF, Literacy Coach, Literacy Teacher

Resources:

- .5 Reading First Coach is funded through Teaching and Learning
- .5 Literacy Teacher is funded through various funds
- Instructional Reform Facilitator is funded through State and Federal
- Discretionary Block Grant is used to support activities and materials needed to close the achievement gap
- LEP funds are used to provide substitutes for professional development focusing on EL students
- Reading First (Teaching and Learning) helps to provide substitutes for Reading First release days.

Challenges and Barriers:

Instruction time can be an issue. Since we are a Reading First school, we adhere to the 2.5 hour language arts time in grades 1<sup>st</sup>-5<sup>th</sup>. Then we add on another 30 minutes for reading intervention. Intervention classes can sometime overlap with math or science instruction.

This year we created Individual Learning Plans (ILP) for our Focal Students. Our African American students did not reach 24.6% Proficient on the CST/ELA in 2006, so this subgroup of students has become our focus for ELA in the 2006-07 school year. The ILPs are evaluated every six weeks after teachers analyze OARS data. Teachers meet with the students to help set students' goals. Parents pledge to help students by signing "goal sheets". The America Reads Project, from San Francisco State University, provides targeted students with 45 minutes, one-to-one tutoring sessions, three times a week. Since we are a PI school, our students receive SES through Education Station (1<sup>st</sup>-3<sup>rd</sup>) and Kaplan (3<sup>rd</sup>-5<sup>th</sup>). These services have helped many of our targeted students academically.

### **Current-Year Objective 3: Goal 5: Parent and Community Involvement**

#### Objective:

- To increase by 10% the number of parents/caregivers attending PTA and/or SSC meetings by January of 2007.
- Improve school-to-home communication
- Improve the number of parents that partake in school activities

#### Key Strategies and High Leverage Items:

- Biweekly parent newsletter with translations in Chinese and Spanish
- School Site Council and Parent/Teacher Association meeting begin at 5:30pm
- PTA meetings are aligned with family events
- Family Events: Back to School Night, Read Alouds, October Festival, Winter Dinner and Program, Community Meeting/Pizza & Movie Night, CSC Awards Assemblies, Umoja, Family Nights for math, literacy and science and Spaghetti /Fifth Grade Talent Show Night.
- Wednesday Blue Folders—parent signatures required
- Provide parents with professional development around homework, school-home activities and nutrition
- Parent Resource Room
- School Nutritionist Workshops
- Librarian Workshop

#### Challenges and Barriers:

Attendance for many family workshops is low. The schedule of the workshops can often conflict with parent/guardians work schedule.

#### Resources:

- Learning Support Specialist (School Health Programs)
- Site Nutrition Coordinator (School Health Programs)
- School Librarian (Prop H)

This year we have been provided a part-time site nutrition coordinator who is providing students, staff members and families with classes on nutrition. The LSP supports families that may need counseling or forms for mental health services. The school's librarian has given a workshop on the use of the Dewey Decimal System for parents, so that they are aware of how to find items in the public library. Staff members translate school communication forms, flyers and letters. Staff members also translate at family functions in Cantonese and Spanish.

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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.

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

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

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

Questions to cover:

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

1. According to the 2006 CST data, 60% of students tested at Jose Ortega School are performing at the Basic and below levels in CST/ELA. 40% of the students tested are performing at proficient or above on CST/ELA. 35% of students tested are performing at basic or below on CST/Math, while 65% of the students tested are performing at proficient or above in CST/Math.

- 17% of African American students scored proficient or above on the CST/ELA. 10% of Students with Disabilities scored proficient or above in CST/ELA. All other subgroups scored well above the AYP of 24.4% on the CST/ELA. Both groups (AA & SD) fall into the achievement gap for CST/ELA.
- All subgroups scored above 26.5% proficient or above on the CST/Math for 2005-06 school year. Although all groups met the AYP, African American students scored 28.2% proficient or above and Students with Disabilities scored 27.3% proficient or above. Compared to the other subgroup scores, these two subgroups have a significant achievement gap in math. While 80% of EL students scored proficient and above on CST/Math, 31% scored proficient or above on CST/ELA for 2006.

2. According to the 2004 and 2005 CST/ELA data 23% of African American students scored proficient or above on the CST/ELA, then there was a decline to 17% proficient or above in 2006. While CST/ELA scores for AA students declined, the CST/Math scores rose from 25% proficient or above in 2005 to 29% proficient or above in 2006.

Where 20% EL students scored proficient or above in CST/ELA in 2004, 40% scored proficient or above in 2005 and in 2006 there was a decline to 31%.

3. OARS data from SCOE Theme tests are also used to monitor student academic performance. This data is analyzed month by classroom teachers, the Reading First Coach, the IRF, and the principal. Teachers use the data to guide instruction to move low performing students to

benchmark and above. We have noticed over the past four years that many of our students continue to not meet grade level reading fluency rates. In 2006 only 49% of our AA students were performing at benchmark or above in reading comprehension, in grades second through fifth.

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

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

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- **Objective 1:**

- **By Spring of 2008, 34% of African American students will score at the proficient and above level on the CST/ELA in order to meet the new AYP criteria**

- **Objective 2:**

- **By Spring of 2008, 34.6% of African American students will score at the proficient and above level on the CST/Math in order to meet the new AYP criteria**

- **Objective 3:**

- **By Spring of 2008, 34.6% of Students with Disabilities will score at the proficient level on the CST/Math and 34% will score at proficient and above on the CST/ELA in order to meet the new AYP criteria**
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### **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.]*

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#### **Key Strategy 1:**

1. a. Employing a Literacy Teacher/Coach at the site in order to provide direct service and interventions in reading to students who test below benchmark on the SCOE at grades K-3. The literacy teacher will also provide reading interventions to 4<sup>th</sup> & 5<sup>th</sup> grade students performing below benchmark.

b. Use of planning time each month to review data from Mathematics assessments and SCOE assessments at the end of each Houghton Mifflin theme with the classroom teachers, literacy teacher, IRF and principal. Create teaching strategies for under-performing African American students, Special Education students and GATE students. Create Individual Learning Plans for targeted focal students.

#### **Key Strategy 2:**

2. Maintain lower class size to no more than 25 students through using funds for 4<sup>th</sup> and 5<sup>th</sup> grade. Class-size reduction teachers will move us towards closing the achievement gap.

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## **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:**

The following special programs are offered at Jose Ortega:

- General Education/ELD, Full Inclusion, Cantonese Bilingual (K-3), Mandarin Immersion (Fall 2007), and GATE
- All students are provided the core curriculum in all content areas. Teachers create lesson plans that support students learning needs for EDY students by using the core instruction and intervention material for students that may need their lessons modified.
- The literacy teacher helps to give intervention in reading to small groups of targeted students. GATE and High Potential students receive the core instruction, but are given resources that challenge their academic abilities.
- EL students receive 30 minutes of ELD instruction daily. CELDT and LALAR assessments are used to identify language acquisition levels.
- Our Cantonese/Bilingual program is an early exit model. Due to low enrollment we have two split level classes (K/1 & 2/3). The student transition into general ed at the 4<sup>th</sup> grade level.
- We will fully implement a Mandarin Immersion Kindergarten class in the Fall of 2007.
- 10% of students with disabilities scored proficient or above on the CST/ELA
- 31% of our EL students scored proficient or above on the CST/ELA
- African American students showed a decrease of 6.2% for students performing proficient or above on the CST/ELA, but showed a 4.3% increase in CST/Math
- EL students scored at the 31.4% proficient and above on the CST/ELA. A difference of -8.9% from 2005-06. 80% of EL students scored proficient and above in CST/Math, which is an increase of 18.6% from 2005-06.
- Students identified as needing Special Education showed an increase of 5.3% at proficient and above in CST/ELA and a 23.5% gain in CST/Math.

Data:

- Teachers of all students (SpEd,GATE,EL,EDY) will be involved in ongoing professional development focusing on language arts, math and science. The Reading First Coach will assist with professional development around the full implementation of the district writing plan.
- Biweekly grade level collaborations will help teachers with planning.
- .2 school librarian will assist students and teachers in enhancing literacy in students and special literacy projects.
- All teachers will use SDAIE strategies to provide EL students with access to the curriculum
- Individual Learning Plans will be developed, in six-week cycles, to monitor the academic achievements of targeted focal students.
- We will continue with 100 hours of Physical Education per week for all students
- We will also continue our Arts Program with Sharon Collins as our Artist –in-Residence
- Instrumental music will continue for all students grades 3<sup>rd</sup>-5<sup>th</sup>

### **Key Objectives for Goal 2**

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

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#### **Objective 1:**

- **At least 34% of the EL, EDY and AA students will score at proficient and above on the ELA/CST by Spring of 2008 in order to meet the AYP criteria.**

#### **Objective 2:**

- **At least 34.6% of EL, EDY and AA students will score proficient and above in order to meet the new AYP criteria of on the Math CST by Spring of 2008**
- **Objective 3:**
- **At least 34% of Students with Disabilities will score Proficient and above on the CST/ELA and at least 34.6 % of Students with Disabilities will score at proficient and above on the CST/Math by Spring of 2008**

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### **Key Strategies for Goal 2**

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

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#### **Key Strategy 1:**

1. a. Planning time for teachers of EL, Sp.Ed, EDY, and bilingual students will allow the teachers to analyze data from the Harcourt/SFUSD Assessments and SCOE Assessments and create actions plans to guide instruction and improve students' academic performance

b. Literacy Teacher/ Coach will work with staff and provide Professional Development in an on-going manner for all teachers who work with EL, EDY, Sp.Ed., and bilingual students in reading and writing. We will fully implement the district's writing plan for Reading First Schools

## **Key Strategy 2**

Targeted EDY students will receive an after school tutorial in order to help them achieve proficient and above levels on the 2008 CST in math, language arts and science.

## **Key Strategy 3**

Qualified teachers will help provide interventions for those students performing below benchmark in math, language arts and science.

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### **Goal 3: Instruction Improvement**

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

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

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

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#### **Key Findings**

- School-wide 65% of students were proficient or above on the CST/Math in 2005-06 an increase of 13% over 2004.
  - School-wide 40% were Proficient and above on the CST/ELA in 2005-06 . This percentage remained the same from 2004-05.
  - Jose Ortega students scored 7% lower than the SFUSD and 6% lower than the state in Science.
  - 89.5% passed the fourth grade writing exam in 2006, a decrease of .1%
  
  - Teachers have had professional development around differentiated instruction. Bimonthly release days for math and reading allow teachers to analyze data and create action plans for students at the intensive, strategic, benchmark and challenge levels.
  - RSP teacher is using the push-in model at the 4<sup>th</sup> and 5<sup>th</sup> grade levels.
  - Full inclusion paraprofessionals provide assistance for fully included students, with the guidance of the fully included teacher, at each grade level.
  - CST data provides us with information that is used to identify targeted focal students or groups of students.
  - Individual Learning Plans, with six week cycles will be created for focal students.
  - Small intervention groups for reading are provided by the literacy teacher.
  - In language arts the teachers have participated in AB466 advanced, where they have learned to implement the instructional practices of Interactive Writing and Interactive Editing. We are currently working on implementing the District's Writing Plan for Reading First schools.
  - In math, we have focused on student number sense. Besides full implementation of Harcourt Math, we will also implement calendar math at each grade level for 2007-08.
  - Family nights help parents to learn strategies for literacy, math and science.
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### **Key Objectives for Goal 3**

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

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#### **Objective 1:**

**Fully implement the district's writing plan for Reading First schools. Increase the percentage of fourth graders passing the CWST from 89.5% to 93%.**

#### **Objective 2:**

**Use bimonthly reading and math grade level meetings to create action and Individual Learning Plans to improve student achievement. 34% of AA students will score proficient or above on CST/ELA for 2008. 34.6% will score proficient or above on CST/Math for 2008.**

#### **Objective 3:**

**Continue to improve science instruction at all grade levels for the 2007-2008 school year. 4<sup>th</sup> & 5<sup>th</sup> grade teachers will continue to implement their WISE training and teachers in grades K-3 will receive district support in science instruction.**

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### **Key Strategies for Goal 3**

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

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#### **Key Strategy 1:**

Reading First Coach and the IRF will provide the staff with professional development to fully implement the District's Writing Plan for Reading First schools.

#### **Key Strategy 2:**

On-going professional development in best teaching practices to improve student achievement in reading and mathematics using an on-going Cycle of Inquiry or ROCI model. Create a Cycle of Inquiry for targeted focal students. Provide interventions for reading and math during and after school.

#### **Key Strategy 3:**

Continue to use a WISE or site developed assessment in the beginning and mid-year to monitor student progress in Science in grades 4-5. Implement more science at the primary level with district support in professional development.

## **Goal 4: School Climate**

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

### **Data Conclusions for Goal 4**

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

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#### **Key Findings:**

- 95% of parents that completed school surveys feel that the atmosphere at Jose Ortega helps their child to develop a good feeling about him/herself; responsibility, self-discipline and social skills.
- Student attendance is at 94.8% below the accepted level of 95%.
- Although there has been a decline in the number of negative interactions, there is a need to continue to decrease the number of office referrals by another 10%. We see at least 6 to 8 students in the office on any given day. Most students come to the office during morning or lunch recess.
- Before school traffic safety is an issue that needs to be improved by assigning another traffic monitor or strategically placing traffic signs.
- Student tardiness is an issue for many focal students. Eight of our focal students are tardy at least three times a week. Although we are a 7:50am start school, many of our students arrive thirty minutes late.
- School uniforms will remain with the addition of “light blue” polo shirts for boys and girls.
- Adults in the after school program walks all students to their classes.
- Caring School Community classroom meetings, buddy system and activities are implemented school-wide.
- 40% of our classroom implement CSC School-Home activities for parents.
- Bimonthly family communication letters are translated in Spanish and Chinese by staff members.
- Staff members also provide translation in Spanish and Chinese at some family events
- The Elementary Advisor monitors attendance and truancy

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### **Key Objectives for Goal 4**

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

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#### **Objective 1:**

- **Decrease the number of tardy students by half**

#### **Objective 2:**

- **Student attendance will increase to SFUSD acceptable level of 95% by spring of 2007.**

#### **Objective 3:**

- **Continue to show a decline in behavior incidents by 10%. Decrease the number of students seen in the office to 5 daily by January of 2008.**

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

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

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##### **Key Strategy 1:**

Continue with CSC activities in the classrooms. Continue to have Award Assemblies for demonstrating positive traits and for perfect attendance. Continue “I’m On Time” awards for students that arrive to school on time. Continue SART and CARE teams; however there will be an immediate SST when students are out for unexcused reasons and are habitually tardy.

##### **Key Strategy 2:**

Keep a log of students who are sent to the office with Behavior Forms. Conduct SST meetings for students that continue to display negative behaviors.

##### **Key Strategy 3:**

Work with multilingual and after school program to provide staff members that are bilingual in English and Mandarin.

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## **Goal 5: Parent and Community Involvement**

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

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

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

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#### **Key Findings:**

- 3% of the parents/caregiver attend the PTA and/or SSC meetings on a routine basis.
- 85% of the students return their Wednesday envelopes signed by their parents/caregiver.
- 60% of the Jose Ortega Families returned the surveys sent out in January.
- Parent representatives for the ELAC and SSC attend monthly meetings and take part in making decision for school improvements.
- Parent representatives for our ELAC and SSC are selected through the use of district nominations forms.
- The GATE coordinator and the GATE parent representative communicate with parents through letters and a yearly parent meeting about the GATE program.
- Staff members participate in translating for parents through communication letters, parent events and parent-teacher conferences.
- IEP calendar is composed in the Fall and most IEPs are scheduled on Tuesday or Thursday at 2:15pm. Attachment G accompanies classroom progress reports.
- The GATE coordinator is also a member of the SSC.
- Activities that often call for parent involvement are various events that happen throughout the school year. Parents also volunteer in the classrooms. There is a need to increase parent participation at PTA 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.]*

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#### **Objective 1:**

- **Increase to 10% the number of parents/caregiver attending the PTA and/or SSC meetings by January of 2008. Currently at least 10 people participate in these monthly meetings.**

#### **Objective 2:**

- **Increase to 95% the number of students who return their Wednesday Blue Folders signed by their parent/caregiver in fall of 2007 and continue for the duration of the school year.**

#### **Objective 3:**

- **Increase parent awareness and understanding of the content standards at every grade level.**

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

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

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**Key Strategy 1:**

To increase the number of evening student performances to increase the number of parents/caregivers attending the meetings, all events will begin at 5:30pm.

**Key Strategy 2:**

Continue to provide more parent education activities as well as Family Nights to increase parent attendance at the school site. Have all events begin at 5:30pm.

**Key Strategy 3:**

Provide parents with the content standards at each grade level during Back to School Night. Provide a workshop that will help parents clearly understand the standards.

**Key Strategy 4:**

Provide academic and communication support services for students and families in our Mandarin Immersion program

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## ACTION PLAN

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

### Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<b>Key Strategy 1:</b> <ul style="list-style-type: none"> <li>• .5 Reading First Coach will facilitate bimonthly grade level meetings to review SCOE test information. Coach will also provide the teachers with cognitive coaching and modeling of best practices for ELA.</li> <li>• .5 Literacy Teacher will provide intervention for targeted students who are falling in the strategic and intensive categories in ELA.</li> <li>• Teachers will review OARS and Harcourt Unit tests data in order to align their lesson planning to meet the needs of students that fall into the strategic and intensive categories.</li> <li>• IRF will coach, model best practices for classroom teachers and assist the principal in creating and implementing school-wide reforms to help ALL students achieve academic excellence.</li> </ul>	Ongoing		.5FTE TIIG WSF	Reading First Coach .5 FTE
	Ongoing	\$38,851 .5 FTE Literacy Teacher	TIIG \$38,851	IRF 1.0 FTE State & Federal
	September 2007-June 2008	\$77,702 per teacher @ 9.5teachers \$124,899 Principal	WSF \$863,068	
	Ongoing	Instructional Supplies \$7630	WSF \$636 TIIG \$2454 ILET \$40 Title1 \$478 LEP \$590 DBG \$3432	
<b>Key Strategy 2:</b> <ul style="list-style-type: none"> <li>• 4/5Reduction Teacher will allow 4<sup>th</sup> &amp; 5<sup>th</sup> grades to have an average</li> </ul>	September			

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

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

of 25 students	2007-May 2008	\$77,702	WSF \$ 4,856 TIIG \$19,426 Title1\$33,995 SIP \$19,426
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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?*

*The .5 literacy teacher will provide reading intervention to students performing below benchmark at all grade levels. Student achievement will be monitored not only by informal assessments, but also by the six week SCOE test OARS data*

2. *How will the school evaluate its progress towards achieving the desired objective(s)?*

*Test data will be evaluated every six weeks and action plans will be crated for groups of students*

3. *What data will be collected to measure progress?*

*The use of CST, OARS, CELDT data helps us to identify student needs. The SCOE Theme test and OARS data help use to continue to monitor student progress. This data also assist teachers in guiding their instruction.*

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<ul style="list-style-type: none"> <li>• Reading and Math interventions will be provided for targeted students by the literacy teacher and other staff members</li> </ul>	June			
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**Monitoring and Assessment for Goal 2**

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?  
Professional development meetings will be documented. Students Action Plans will be used to guide instruction..*
  2. *How will the school evaluate its progress towards achieving the desired objective(s).  
Principal will evaluate teaching practices through formal and informal observations. ROCI Cycle of Inquiry will be used to plan and monitor the progress of focal students.*
  3. *What data will be collected to measure progress?  
Brigance, OARS, CELDT, CST and student work data will be analyzed.*
-

### 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>Actions to be Taken to Reach This Goal<sup>5</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date<sup>6</sup>                      Completion Date</p>	<p>Proposed Expenditures</p>	<p>Funding Source</p>	<p>District Support(s) Needed</p>
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> <li>• Reading First Coach to provide district service for implementing the writing plan for Reading First schools. Reading First Coach will facilitate bimonthly grade level meetings to review SCOE test information. Coach will also provide the teachers with cognitive coaching and modeling of best practices for ELA.</li> <li>• IRF to provide service for implementing the writing plan for Reading First schools. IRF will coach, model best practices for classroom teachers and assist the principal in creating and implementing school-wide reforms to help ALL students achieve academic excellence.</li> <li>• All staff will work in grade level teams who will hold regularly scheduled meetings and collaborate to ensure improvement in instruction. Information from the meetings will be shared with leadership.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>September 2007-June 2008</p>	<p>Instructional Supplies \$5000</p> <p>Library Materials \$2500</p>	<p>LEP\$2590 SIP \$2410</p> <p>Instr/Lib/Mtls/ ED Tech \$2500</p>	
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>• Grade level meeting (biweekly) will allow teachers to collaborate and share best practices to improve achievement of all students.</li> <li>• Professional development around the cycle of inquiry will specifically analyze the progress of focal students. Focal Student Individual Learning Plans will monitor focal student skill achievement every six weeks.</li> </ul> <p>Teacher provided interventions for students that are achieving below</p>	<p>September 2007-June 2008</p>	<p>Certificated Extended Hours \$5400</p>	<p>TIIG \$4400 Title1 \$1000</p>	

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

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

<p>benchmark in math and reading.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Key Strategy 3:</p> <ul style="list-style-type: none"> <li>• Professional development in science at the primary grades will be provided by Teaching and Learning to help enhance the science program at the primary level.</li> </ul>	<p>September 2007-June 2008</p>	<p>Field Trips \$3000</p>	<p>Title 1\$2500 SIP \$ 500</p>	<p>Teaching and Learning</p>
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**Monitoring and Assessment for Goal 3**

*Questions to cover:*

- 1. How will the school monitor implementation of the high leverage activities above?  
Documentation will be used as evidence for grade level meetings both biweekly and bimonthly.*
  - 2. How will the school evaluate its progress towards achieving the desired objective(s)  
Students progress analyzed through student data.*
  - 3. What data will be collected to measure progress?*
- OARS, Brigance, CELDT, CST and student work.*

### Goal 4: School Climate

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

Actions to be Taken to Reach This Goal <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> <li>• Professional development around CSC activities will be implemented by CSC teacher leaders</li> <li>• “I’m On Time Awards” will continue to recognize weekly student that are “on time” for school</li> <li>• CSC Awards assemblies will continue ever six weeks to honor students that display positive social skills</li> </ul>	September 2007-May 2008	.5 FTE Elementary Advisor \$25,827 1 Secretary (1426) 1.0 FTE \$52,695  Rental of Equipment \$2000 Equipment Maintenance \$500	TIIG \$25,827  WSF \$52,695  SIP\$2000  SIP\$ 500	Teaching and Learning
<p>Key Strategy 3:</p> <ul style="list-style-type: none"> <li>• Mandarin students’ parent support will provide homework and other support to the parents of students enrolled in the Mandarin program. The after school program will attempt to employ a staff member that is bilingual in English and Mandarin</li> </ul>	September 2007-May 2009	Instructional Supplies \$1000	LEP \$1000	Multilingual

### Monitoring and Assessment for Goal 4

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*

*Weekly classroom meetings will help students to improve social skills. Home-School activities will allow parents to be involved in CSC.*

2. *How will the school evaluate its progress towards achieving the desired objective(s)?*

*Parents of students in the Mandarin program will have the proper support they need to assist their children in learning a new language.*

3. *What data will be collected to measure progress?*

*Parent Survey/Parent Feedback*

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

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

## Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
Key Strategy 1: <ul style="list-style-type: none"> <li>• Professional development for parents around various subjects that will help them to support their students at home. Provide all parents with the content standards for each grade level.</li> <li>• Translators for family events and weekly communications</li> </ul>	Ongoing  Ongoing	Parent Professional Development \$450	Title 1 \$450	Multilingual
Key Strategy 2: <ul style="list-style-type: none"> <li>• Translations for family events and weekly communications</li> </ul>		Extended Hours \$3100	LEP \$3100	

### Monitoring and Assessment for Goal 5

*Questions to cover:*

1. *How will the school monitor implementation of the high leverage activities above?*

*Parent sign-in sheets will be used at each function to count the number of parents in attendance. Parent surveys will include questions pertaining to the value of family events. Evaluation sheets will be given to parents so that they can give feedback on various events.*

2. *How will the school evaluate its progress towards achieving the desired objective(s)?*

*Parents survey information and evaluation sheets will be read and used to give information on improving events and parent participation. Information will be given to the Leadership Team and teachers and the principal will attend PTA functions and meetings.*

3. *What data will be collected to measure progress?*

*Parent surveys and parent evaluations.*

<sup>9</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>10</sup> List the date an action will be taken or will begin, and the date it will be completed.



## 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
JoLynn Washington		X					10/06
Verna Washington			X				9/05
Jacob Strohm			X				10/06
Dolores Mendieta			X				10/06
Gail Kocourek				X			9/05
Marnitha Haynes-Barnes					X		9/05
Maile Dawson					X		10/06
Cecilia Emelife					X		10/06
Charissa Jones					X		10/06
Ronde Stephens-Pitts					X		10/06
Numbers of members of each category		1	3	1	4		

*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
JoLynn Washington		X						10/06
Fung Oi Kwan			X					10/06
Melody Pang					X			9/05
Numbers of members of each category		1	1		1			

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

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

### School Advisory Committee (SAC) Membership

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

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

## Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - 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: Thursday, February 8, 2007
  - B. One meeting to present plan upon its completion. DATE: Thursday, March 8, 2007
7. This school plan was adopted by the school site council on: Thursday, March 15, 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:

JoLynn Washington	_____	_____
Typed name of school principal	Signature of school principal	Date
Ronde Stephens-Pitts	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date