

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Paul Revere College Preparatory School
Pre K through 8th Grade

38684786041487
CDS Code

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.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
 - This is the fourth year of implementing Reading First, including full implementation of the Houghton Mifflin language arts curriculum. NOTE: The majority of our teachers are in their first or second year of implementation due to high staff turnover. Grade level teams meet regularly to ensure their instruction follows the Reading First pacing guide for the Houghton Mifflin language arts curriculum.
 - This is the fifth year of implementation of the Harcourt Brace math curriculum. NOTE: The majority of our teachers are in their first or second year of implementation due to high staff turnover. Teachers follow the SFUSD pacing guide, and administer the district math assessments. Grade level teams meet regularly for data analysis, and identify action steps based on student performance data.
2. Availability of standards-based instructional materials appropriate to all student groups:
 - Each classroom teacher is allocated standards based instructional materials for all students including GATE, Special Education, and ELL students. Additionally, teachers use supplemental materials including: leveled guided reading books, non fiction readers, classroom library books, and math manipulatives.
3. Alignment of staff development to standards, assessed student performance and professional needs:
 - Teachers participate in Data Analysis Meetings every 6-8 weeks for both the Language Arts Houghton Mifflin curriculum and the Harcourt Brace math curriculum
 - Teachers participate in additional Professional Development days and meetings, which focus on the content standards, and other topics are identified based on student performance and teacher professional development needs.
4. Services provided by the regular program to enable under-performing students to meet standards:
 - A full-time Literacy Specialist provides students with small group instruction as part of Houghton Mifflin Universal Access time.
 - Students receive one hour of intervention per day in language arts and math. Teachers use intervention materials provided in the Houghton Mifflin and Harcourt Brace curriculum.
5. Services provided by categorical funds to enable under-performing students to meet standards:
 - A full-time Learning Support Consultant, Nurse and Elementary Advisor provide and coordinate intervention services for referred students.
 - A Literacy Specialist provides language support for students in the intermediate grades with CDELT levels of 1-2.
6. Use of state and local assessments to modify instruction and improve student achievement:
 - STAR data was reviewed and analyzed to identify school-wide improvement needs, as well as to identify the achievement gap that exists for African-American students and English Language Learners
 - SCOE Theme Assessments are administered and entered in the OARS database every six weeks for Language Arts. These results are then analyzed to determine student needs and plan instruction.

- District Math Assessments are administered and entered in OARS every six weeks. These results are then analyzed to determine student needs and plan instruction.
7. Family, school, district and community resources available to assist these students:
- The Paul Revere After School Program and the Bay Area Scores program provide enrichment, academic and recreational activities for students 5 days a week.
 - Coordination of Service Team and Student Success Team create and monitor individual intervention plans for referred students.
 - The Paul Revere PTA sponsors field trips and monthly community building activities.
 - The parent liaison collaborates with various community organizations to coordinate monthly parent chats and parent education workshops.
8. School, district and community barriers to improvements in student achievement:
- High proportion of 1st or 2nd year teachers
 - High levels of tardiness and absenteeism among students
 - High mobility levels of students
 - Limited parent/family involvement, especially in regard to student academics and performance
9. Limitations of the current program to enable under-performing students to meet standards:
- Adequate mental health support for students, especially for the upper elementary grades and middle school students.
 - Intervention program not fully developed, especially in the middle school.
 - Enrichment classes scheduled throughout the day may disrupt the instructional day, and may not be sufficiently structured to allow students to be successful
 - Some students are not successful in the extended day program, especially students in special day classes and some kindergarten students
 - Extended work day for teachers makes it difficult for staff to participate in after school professional development
 - Split classes (2/3 and two 4/5 classes) make it challenging to provide grade-level instruction for all students

ACADEMIC PLAN EXECUTIVE SUMMARY

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 related to Goal 1:

(Please state your data patterns and trends.)

- In Spring 2006, only 6.9% of English Language Learners were at or above proficient in CST Language Arts as opposed to 15.6% of all students tested. ELL's showed a 3.4% decrease from 2005 to 2006.
- In Spring 2006, only 12.3% of African American students were at or above proficient in CST Language Arts as opposed to 15.6% of all students tested. AAs showed a 2% increase from 2005-2006.

Based on the above data conclusions the following are the objectives for Goal 1.

Objective 1: By Spring 2008, we will meet or exceed AYP targets for English Language Learners and African American students in language arts and math.

Objective 2: By Spring 2008, each grade level will increase the number of student scoring at proficient or above by 10% in CST language arts and math.

The above objective(s) will be achieved by the implementation of the following activities:

1. Select focal students to focus intensely on improving reading and shaping instruction to individual students' needs.
2. Implement the daily block of Universal Access, as part of the Houghton Mifflin program.
3. Implement "Think, Pair, Share" strategies to improve student engagement.
4. Implement language arts intervention for targeted students.
 - Students grouped based on instructional reading levels
 - Instructional strategies will include guided reading, writing process, grammar, decoding strategies, vocabulary development, exposure to rich literature across different genres, phonics, word work, phonemic awareness and comprehension strategies
 - Ongoing leveled passages assessments administered every 4-6 weeks
 - Groups will be flexible in order to accommodate student growth in reading levels
 - Target students will receive instruction based on results of diagnostic assessments
 - Literacy Specialist teaches a small group to lower the size of group
5. Implement math intervention for targeted students.
 - Math games from the Everyday math program
 - Provide math routines that build math thinking and fluency
 - Reteach math skills and concepts
6. A high quality, structured after school program will be designed to provide academic support as well as enrichment, and will target students in need of extra support.

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 related to Goal 2:

(Please state your data patterns and trends.)

- 6.9% of English Language Learners versus 24.4% of non-English Language Learners scored at proficient or above in 2006 in CST language arts.
- 12.5% of Special Education students versus 20.7% of non-Special Education students scored at proficient or above in 2006 in CST language arts.

Based on the above data conclusions the following are the objectives for Goal 2.

Objective 1: By October 2007, ELL students will increase CELDT scores by 1 level (while maintaining proficiency in language arts as measured by APRENDA)

Objective 2: 10% more Special Education and English Language Learners will score at proficient or above on the language arts and math sections of the California Standards Test.

The above objective(s) will be achieved by the implementation of the following activities:

1. Teachers will use the Lectura curriculum in all immersion and bilingual classes, as well as the Bilingual Biliteracy Guide.
2. Implement the Rigby ELD program for 30 minutes daily.
3. Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies throughout the school day, as well as the Focused Approach strategies.
4. Teachers in special education classes will consistently use the Houghton Mifflin language arts curriculum, including the phonics intervention component.

Goal 3: Initiatives to Improve Instruction: 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, schoolwide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3:

(Please state your data patterns and trends.)

- On the math CST, 24.4% students were at proficient or above, as opposed to only 15.6% in Language Arts.
- On the Language Arts CST, a gap of 33 percentage points exists between the percentage of students performing at basic or above and the percentage of students performing at proficient or above.

Based on the above data conclusions the following are the objectives for Goal 3.

Objective 1: Increase the percentage of students scoring at or above proficient in CST Language Arts by 10%.

Objective 2: By June 2008, there will be 5% increase in the number of students scoring at benchmark or challenge on each cycle of the SCOE assessments.

Objective 3: Narrow the gap between basic and proficient on the English Language Arts CST by 10%.

The above objective(s) will be achieved by the implementation of the following activities:

1. Teachers will follow Reading First pacing guide for the language arts curriculum.
 2. Teachers will participate in grade level meetings for common planning, with a focus on standards, strategies and student work..
 3. Teachers will participate in data analysis meetings with the support coaches to ensure that instructional plans meet the needs of each student and are consistently implemented.
 4. Staff will target instructional improvement efforts on writing strategies, based on CST data.
 5. Staff will be provided professional development in the area of writing.
 - Implement the District writing plan through the Writing Process, Selection Connections, Reading Writing Workshop, Morning Message, Shared Writing, Interactive Writing, Interactive Editing
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Goal 4: School Climate: Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Data Conclusions related to Goal 4:

(Please state your data patterns and trends.)

- The average daily attendance rate is 90.76% from August 2006 - March 2007.
- In the 2006-2007 school year, over half of all SST referrals made were for behavior.

Based on the above data conclusions the following are the objectives for Goal 4.

Objective 1: By November 1st, student attendance will at least match the district average of 96% with AA and L student attendance at least 95%. This monthly rate will be sustained or improved through June 2008.

Objective 2: Starting in August, 100% classes will hold at least 3 Caring School Community class meetings or check-ins per week. By November, 100% classes will participate in Cross-Age Buddies. By January, 100% of classes will do 1 Homeside Activity per week.

The above objective(s) will be achieved by the implementation of the following activities:

1. Fully implement the Caring School Community program school wide, utilizing the teacher leaders.
 2. Provide individual and class attendance incentives through the School Attendance Review Team.
 3. Implement a school-wide behavioral plan, including clear rules and consequences for behavior in common areas, pre K through 8th Grade.
 4. Provide support to families and teachers through the SST process.
 5. Provide additional support for middle school students and families through mental health counseling services.
 6. Increase the support and supervision of students in the middle school on the yard, halls and classrooms.
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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.)

- Parent participation is increasing, as evidenced by the growth in attendance at Parent Chats and Principal Chats. However, parent participation is still not an optimum level.
- PTA meetings are held monthly.

Based on the above data conclusions the following are the objectives for Goal 5.

Objective 1: The average number of parents attending PTA meetings will increase by 50%.

Objective 2: The average number of parents attending meetings and workshops will increase by 30%.

The above objective(s) will be achieved by the implementation of the following activities:

1. Attendance data from parent events will be collected and analyzed to develop systems to increase participation.
2. Monthly parent workshops will be coordinated by the parent liaison.
3. Monthly community building events will be scheduled in collaboration with the PTA.

Action Plan

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.

Student groups participating in this goal: All students especially English Learners, African American, Economically Disadvantaged and Latino

Performance gains expected for these students: All students will meet AYP targets

Means of evaluating *progress* toward this goal: SCOE, CST, CELDT and other classroom assessments

Group data needed to measure academic gains: CST, California Standards Writing Test

Objective 1: By Spring 2008, we will meet or exceed AYP targets for English Language Learners and African American students in Language Arts and Math.

Objective 2: By Spring 2008, each grade level will increase the number of students scoring at proficient or above by 10% in CST Language Arts and Math.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of standards-based instruction to content standards</p> <ul style="list-style-type: none"> • Teachers will fully implement Harcourt Brace Math and Houghton Mifflin Language Arts programs for the required number of minutes each day. • Grade levels will meet to review curriculum pacing guides and ensure adherence to guides. • All GATE students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum throughout the day. • English learners will be provided with English 	<p>Teachers</p> <p>Teachers</p> <p>GATE Teachers</p> <p>Teachers</p>	<p>August-June</p> <p>↓</p>		

language development instruction through the Rigby curriculum that is based on the ELD standards and appropriate for their identified levels of language proficiency.				
<p>1.2 Improvement of research-based instructional strategies and materials</p> <ul style="list-style-type: none"> Teachers will utilize Houghton Mifflin leveled readers to provide differentiated instruction during Universal Access time. Literacy specialist and the Instructional Reform Facilitator will provide professional development and coaching to teachers. Teachers will use manipulatives and hands-on activities in math and science to support learning. 	<p>Teachers</p> <p>Literacy Specialist; IRF</p> <p>Teachers</p>	<p>August-June</p> <p>↓</p>		
<p>1.3 Extended learning time/increased educational opportunity</p> <ul style="list-style-type: none"> The extended instructional school day will be maintained to allocate instructional time to language arts and math intervention. After School Program will target lower performing students for additional academic work/time beyond the school day. 	<p>Administrators</p> <p>Administrators; ASP Coordinator</p>	<p>August-June</p> <p>↓</p>		
<p>1.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> Grade level collaboration will include sharing strategies to support ELL and African American students. Teachers will participate in professional development on Universal Access, including peer observations. All staff will be fully trained in implementing the Rigby ELD curriculum. Professional development workshops, conferences and teacher trainers will focus on 	<p>IRF; teachers</p> <p>IRF; teachers</p> <p>Multilingual content specialist; IRF</p>	<p>August-June</p> <p>Sep-Nov</p> <p>September</p> <p>August-June</p>		

research based instructional strategies.	Administrators; IRF			
1.5 Involvement of staff, parents and community <ul style="list-style-type: none"> Families will be informed of their child’s progress and curriculum issues through bilingual, bi-monthly newsletters, parent conferences and SST’s. Fieldtrips and/or community projects will be integrated into curriculum. Parent workshops will focus on how parents can support their children’s academic achievement. Teachers will explain student assessment results during parent conferences, at which translation will be provided. Parents of targeted students will be given strategies to use at home to support intervention programs. 	Parent Liaison Teachers Parent Liaison Teachers Parent liaison; teachers	August-June ↓ Monthly 2 times/year August-June		
1.6 Non-academic support services (auxiliary services) for students and parents <ul style="list-style-type: none"> Literacy support will be provided for students needing additional support in language arts. Counseling groups and other support services will be provided for students referred to COST and SST. 	Literacy Specialist Student Advisor; LSC	August-June ↓		
1.7 Monitoring program implementation and results <ul style="list-style-type: none"> Administrators will conduct classroom observations and walkthroughs to monitor the implementation of the Houghton Mifflin, ELD and intervention programs. Teachers will analyze OARS data to monitor student progress. CELDT, LALAR, and other assessment results 	Administrators RF Coach, math coach, teachers	Weekly Every 6-8 weeks		

will be used to inform appropriate instruction of EL's which includes SDAIE strategies and native language instruction when possible.	Teachers	August-June ↓		
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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.

Student groups participating in this goal: All students especially EDY, EL, Gate, SPED, AA and Latino

Performance gains expected for these students: All student populations will meet AYP targets

Means of evaluating progress toward this goal: SCOE, CST, LALAR, CELDT and other classroom assessments

Group data needed to measure academic gains: SCOE, CST, LALAR, CELDT and other classroom assessments

Objective 1: By October 2007, ELL students will increase CELDT scores by 1 level (while maintaining language arts proficiency as measured by APRENDA)

Objective 2: 10% more Special Education and English Language Learners will score at proficient or above on the language arts and math sections of the California Standards Test

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
2.1 Alignment of instruction with content standards <ul style="list-style-type: none"> English Language Learners will have opportunities to acquire English proficiency through participation in and ELD program, late-exit bilingual program (gr.2-5) or dual- 	Bilingual & immersion teachers	August-June ↓		

<p>immersion program (K-1)</p> <ul style="list-style-type: none"> • The Bilingual Biliteracy Guide will be used by all bilingual and immersion teachers to transition English Learners into the general education program • The percentage of instructional time in English and Spanish will be clearly articulated at each grade level for bilingual and Spanish immersion classes • All EL students will receive at least 30 minutes/day of standards-based ELD instruction as evidenced by daily schedules and weekly lesson plans • IEP goals will be written and aligned to state content standards. They will reflect students' present levels of performance and will address the differentiation of instruction needed to support Special Education students • GATE and High Potential students will be provided differentiated instruction at the appropriate challenge level throughout the day • Arts Education Master Plan and Prop H funds will be used to expand and provide resources for the art enrichment classes • Every student, including EL and Special Education, will be assigned a standards-aligned textbook • Teachers will use the CARS Manual to assist with the establishing of grade level benchmarks 	<p>Bilingual & immersion teachers</p> <p>Bilingual & immersion teachers</p> <p>Teachers</p> <p>Special Education teachers</p> <p>GATE teachers</p> <p>Administrators</p> <p>Administrators Teachers</p> <p>Sp Ed Teachers</p>	<p>August</p> <p>August-June</p> <p>Yearly</p> <p>August-June ↓</p> <p>August</p> <p>August, January</p>		
<p>2.2 Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> • Teachers will use SDAIE strategies, such as 	<p>Teachers</p>	<p>August-June</p>		

<p>frontloading and using visuals and realia, throughout the day to ensure that English Learners have access to the core curriculum</p> <ul style="list-style-type: none"> • Students in bilingual and immersion classes will receive primary language support in order to access the core curriculum • Supplemental materials will be ordered to support GATE students, such as additional challenge materials from the Houghton Mifflin program. • Supplementary services and materials will assist Special Education students to achieve their IEP goals/objectives and enable them to have access to the core curriculum. 	<p>Bilingual & immersion teachers</p> <p>GATE coordinator</p> <p>Special Education teachers</p>	<p>↓</p> <p>October</p> <p>August-June</p>		
<p>2.3 Extended learning time/increase educational opportunity</p> <ul style="list-style-type: none"> • Teachers will provide GATE students with extensions of core curriculum that are more in depth, complex, novel and accelerated. • All students, including Special Education, English Learners and GATE will participate in at least 1 field trip per semester which provides extensions to classroom learning. • Communication with After School Program staff will be established and maintained to support students with ELD and Spanish language goals. • Spanish bilingual After School Program staff will be recruited and hired to ensure EL's have access to After School Program tutoring. 	<p>GATE teachers</p> <p>Teachers</p> <p>Administrators ASP coordinator</p> <p>ASP coordinator</p>	<p>August-June</p> <p>↓</p> <p>August</p>		
<p>2.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Teachers of all students will be provided professional development on how to differentiate 	<p>IRF</p>	<p>November</p>		

<p>instruction to meet the needs of all students.</p> <ul style="list-style-type: none"> • All teachers will participate in AB466 Houghton Mifflin training. • All teachers will receive training on implementation of the Rigby ELD curriculum as well as SDAIE strategies. • Teachers will collaborate to develop lesson plans including differentiating for various levels. • Special Education Paraprofessionals will receive release time or extended hour pay to participate in site based professional development to assist with differentiation of instruction and/or time to plan with teachers to effectively assist with the implementation of IEP goals and objectives. 	<p>Administrators Teachers</p> <p>Administrators; IRF</p> <p>Teachers</p> <p>Special Education Paraprofessionals</p>	<p>July-August</p> <p>September</p> <p>June-August</p> <p>September, January, March</p>		
<p>2.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> • Parents of GATE students will be invited to a meeting to review the GATE program and give input on ways to address the needs of their children. • A kindergarten orientation will be held to help families prepare their children for kindergarten. • Teachers of EDY and GATE students will receive site-based professional development during staff meetings and Saturday PD days on differentiated instruction and curriculum, and understanding the social-emotional needs of these students • Teachers, parents and staff will meet annually to develop an IEP plan for Special Education students. 	<p>GATE coordinator</p> <p>Administrators; Kinder teachers</p> <p>IRF; Gate coordinator</p> <p>Administrators; Special Education teachers</p>	<p>March</p> <p>August</p> <p>August-June</p> <p>September-June</p>		
<p>2.6 Monitoring program implementation and results</p>				

<ul style="list-style-type: none"> • CDELT, LALAR and Rigby ELD assessments will be analyzed during grade level planning time, and instruction will be modified to meet identified student needs • OARS data will be reviewed during grade-level data release meetings every 6-8 weeks to ensure on-going review of student progress and modifications to instruction • IEP Master Calendar will be used to monitor all IEP's to ensure compliance with timelines. • School-wide assessment data will be analyzed to target instruction and develop goals and objectives for student IEP's. • Lesson plans will be reviewed by the administration on a weekly basis. 	Teachers	August-June		
	Reading First Coach; Math content coach; IRF	Every 6-8 weeks		
	Administrators	Monthly		
	Special Ed teachers	August-June		
	Administrators	Weekly		

GOAL #3 Initiatives to Improve Instruction: 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.

Student groups participating in this goal: All students including ELL, EDY, SPED, and GATE

Performance gains expected for these students: All students will meet the AYP target in English Language Arts

Means of evaluating progress toward this goal: SCOE, LALAR, CELDT and other classroom assessments

Group data needed to measure academic gains: SCOE, LALAR, CELDT and other classroom assessments

Objective #1

- Increase the percentage of students scoring at or above proficient on CST Language Arts by a minimum of 10%.

Objective #2

- By June 2008, there will be 5% increase in the number of students scoring at benchmark or challenge on each cycle of the SCOE assessments.

Objective #3

- Narrow the gap between basic and proficient on the English Language Arts CST by 10%.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>3.1 Alignment of instruction with content standards</p> <ul style="list-style-type: none"> • Teachers, including special education teachers, will review content standards during common planning time meetings. 	Teachers	August-June		
<p>3.2 Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> • Teachers will analyze student performance data during regular data analysis meetings to identify focus instructional strategies to implement in the next instructional cycle. 	RF Coach; Math coach; IRF; literacy specialist; teachers	Every 6-8 weeks		
<p>3.3 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Staff will create a year-long professional development calendar. Focus instructional strategies will be identified and implemented schoolwide. • All teachers, including Special Education teachers, will complete AB466 training. • Teachers will collaborate during planning time to ensure alignment of instruction to content standards and to review student work. • Teachers will participate in professional development on effective grade level meeting 	<p>Teachers; Administrators; IRF; Literacy specialist</p> <p>Teachers</p> <p>Teachers</p> <p>IRF</p>	<p>September</p> <p>July-August</p> <p>August-June</p> <p>September</p>		

structures. <ul style="list-style-type: none"> Staff will participate in team building and school acculturation activities 	Administrators; IRF	July-September		
3.4 Involvement of staff, parents and community <ul style="list-style-type: none"> SCOE data will be shared with parents as part of parent-teacher conferences. Share school-wide strategies with parents so that they can partner with the school. 	Teachers Parent liaison	Fall/Spring August, January		
3.5 Monitoring program implementation and results <ul style="list-style-type: none"> Teachers will submit minutes from common planning time to the administrator on a weekly basis Administrator will review lesson plans on a weekly basis to ensure maximum use of extended day 	Teachers Administrators	Weekly Weekly		

GOAL #4 School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

Objective #1

- By November 1st, student attendance will at least match the district average of 96% with AA and L student attendance at least 95%. This monthly rate will be sustained or improved through June 2008.

Objective #2

Starting in August, 100% classes will hold at least 3 Caring School Community class meetings or check-ins per week. By November, 100% classes will participate in Cross-Age Buddies. By January, 100% of classes will do 1 Homeside Activity per week.

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Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety</p> <ul style="list-style-type: none"> • A school-wide discipline system will be implemented with positive incentives including Student of the Week and Revere Rewards. School rules will be posted and reviewed regularly. • Implement the “Too good for violence” and “Too good for drugs” curriculum. • Classroom teachers in collaboration with support staff will create individual behavior plans including focus behaviors, consequences, and incentives. • Students will receive individual and class incentives for perfect attendance. • Upper grade students will be trained to act as Conflict Mediators for their peers. • The SST coordinator will organize weekly SST meetings to support identified at-risk students. • All students will receive a minimum of 20 health education lessons annually. • Emergency care plans will be developed and kept on file. Teachers will receive training on implementing emergency care plan. • Identify an Emergency Crisis Response Team 	<p>Administrators Student advisor</p> <p>Teachers</p> <p>Student advisor; attendance clerk</p> <p>Student advisor</p> <p>Administrators; LSC; nurse Health advocate; teachers</p> <p>Nurse; teachers</p> <p>Administrators</p>	<p>August-June</p> <p>↓</p> <p>September</p> <p>August-June</p> <p>↓</p> <p>August</p> <p>August</p>		
<p>4.2 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Develop a year-long calendar for quarterly PD on 	<p>CSC teacher</p>	<p>August</p>		

<p>Caring Schools Community program, facilitated by teacher leaders.</p> <ul style="list-style-type: none"> • Staff will receive training on SFUSD and site policies regarding safety and climate including: child abuse reporting, emergency and crisis response, suspension/expulsion, sexual harassment policy, school-wide dress code, and school discipline rules and procedures • Staff will receive training on disaster procedures, first aid, medication administration, and know the location of the school’s emergency supplies • Teachers will participate in professional development on classroom management and intervention strategies 	<p>leaders</p> <p>Administrators; LSC; nurse</p> <p>Administrators; Nurse</p> <p>Administrators; IRF</p>	<p>September</p> <p>September</p> <p>October</p>		
<p>4.3 Engagement of staff, parents, community</p> <ul style="list-style-type: none"> • Students will wear uniforms to school daily. • Teachers will use Caring School Community Homeside Activities to engage families in school climate programs. • Parents will be notified in a timely manner of their child’s absence from school. • The District Student/Guardian Handbook and our school-wide discipline policy will be distributed to families so that they are aware of expectations for student behavior. • Communicate with parents and provide workshops on school’s behavioral models so that they can support the model at home. 	<p>Student advisor CSC teacher leaders</p> <p>Attendance clerk</p> <p>Administrators</p> <p>Parent liaison; student advisor</p>	<p>August-June</p> <p>↓</p> <p>Daily</p> <p>August</p> <p>August-June</p>		
<p>4.4 Auxiliary services for students and parents</p> <ul style="list-style-type: none"> • The parent liaison and support staff will work to identify community resources to support parents and students. • The school will coordinate an “exchange closet” 	<p>Parent liaison</p> <p>Parent liaison;</p>	<p>August-December</p> <p>August, March</p>		

<ul style="list-style-type: none"> for families to donate or purchase uniforms. SST will be implemented for students with academic, attendance and/or behavioral problems. 	PTA Administrators: LSC; Nurse	August-June		
4.5 Monitoring program implementation and results <ul style="list-style-type: none"> Lesson plans and schedules will be reviewed for evidence of CSC implementation. Sign in sheets will be collected for all school events. Volunteers will sign in on participation logs. Data on referrals, suspensions, expulsions and truancy will be collected and analyzed on a regular basis. Through regular practice drills, emergency response procedures and crisis response procedures will be monitored, evaluated and revised as needed. 	Administrators Parent liaison Parent liaison; secretaries Administrators; Student advisor Administrators	Weekly August-June August-June Monthly 3 times/year		

GOAL #5 Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

Objective #1

- The average number of parents attending PTA meetings will increase by 50%.

Objective #2

- The average number of parents attending meetings and workshops will increase by 30%.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/	Funding Source
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			Estimated cost	
<p>5.1 Active parent involvement in decision making process</p> <ul style="list-style-type: none"> • Parent representatives for SSC and ELAC will be recruited through written communication and information at parent meetings, and will be elected and trained. • A parent representative will be selected to attend quarterly GATE Advisory Council meetings and be an active participant in the planning, implementation and monitoring of the GATE program. 	<p>Administrators; Parent liaison</p> <p>GATE coordinator</p>	<p>September</p> <p>September</p>		
<p>5.2 Ongoing communication with parents</p> <ul style="list-style-type: none"> • Parents will be provided with on-going, two-way communication through a bimonthly school newsletter, individual teacher letters regarding class activities, progress reports, and PTA meetings. • Communication will be translated into Spanish, the major language group other than English. • Most communications will be sent home in a weekly Wednesday folder so families know when to expect flyers and letters from the school. • Principal will hold regular Principal Chats with parents. 	<p>Parent Liaison; Teachers; PTA President</p> <p>Parent Liaison</p> <p>Administrator; Secretaries</p> <p>Principal, parent liaison</p>	<p>August-June</p> <p>August-June</p> <p>Weekly</p> <p>Monthly</p>		
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <ul style="list-style-type: none"> • Spanish language translation will be provided at parent meetings and in written communications. • Child care and refreshments will be provided at parent meetings. • Meetings and workshops will be held in the 	<p>Parent liaison</p> <p>Parent liaison</p>	<p>August-June</p> <p>↓</p>		

<p>morning and evening in order to accommodate parents various schedules.</p> <ul style="list-style-type: none"> Necessary steps will be taken to ensure a fully functioning ELAC. 	<p>Parent liaison Administrators</p>	<p>October</p>		
<p>5.4 Providing education opportunities for parents</p> <ul style="list-style-type: none"> An annual meeting will be held to inform parents about their rights and responsibilities under NCLB. Parents will be offered training and workshops on how to help improve their children’s academic achievement. Parents will be offered workshops to help parents understand the content standards, state, district and site-based assessments, and reinforcing learning at home. School newsletters and letters from teachers will include information about behavior models and discipline systems used at school, and how parents can support them at home. 	<p>Administrators Parent Liaison Parent Liaison Parent Liaison; Teachers</p>	<p>October Monthly Once/quarter August- September</p>		
<p>5.5 Involvement of community partners</p> <ul style="list-style-type: none"> SF School Volunteers will be used to provide training to parent volunteers. Junior Achievement volunteers will provide students and families with information about careers and career opportunities. 	<p>SFSV Junior Achievement</p>	<p>September, January May</p>		
<p>5.6 Monitoring program implementation and results</p> <ul style="list-style-type: none"> Sign in sheets will be collected for all parent events and activities. Parent and staff surveys will used to monitor parent participation results. 	<p>Parent Liaison Parent Liaison</p>	<p>August-June December, March</p>		

SCHOOL SITE COUNCIL 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
Lance Tagomori		X					N/A
Elizabeth Tennent			X				
Martin McKenzie			X				
Katherine Wolfe			X				
Ora Green				X			
DiAnn Walker					X		
Norberto. Contreras					X		
Jennifer Lopez					X		
Karla Francois					X		
Heidi Alletzhauser					X		
Gabriel Domenech			X				
Alissa Howard					X		
Numbers of members of each category		1	3	1	3		

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 LANGUAGE ADVISORY COUNCIL 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 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: 2/6/07
 - B. One meeting to present plan upon its completion.
DATE: 3/6/07
7. This school plan was adopted by the school site council on: 3/14/07.
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:

Lance Tagomori _____

Typed name of school principal

Signature of school principal

Date

Elizabeth Tennent _____

Typed name of SSC chairperson

Signature of SSC chairperson

Date