

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Phillip and Sala Burton Academic High School

38-68478-383-0254
CDS Code

April 18, 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 plans 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.

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

Current-Year Objective 1: The number of students, including the targeted groups scoring at or above proficient levels in E/LA and mathematics on the CST and the passing rate in CAHSEE will increase by at least 10%.

a.) Key strategies and high-leverage activities being implemented to increase academic achievement:

- Standards- Based Curriculum

- The E/LA Department is implementing SFUSD- adopted instructional materials for all students. CDE approved anthologies and supplemental materials are also being used in the 9th and 10th grade level strategic intervention classes.
- The Mathematics Department is implementing the CPM Curriculum, which is correlated to the State Mathematics Standards.

-Develop and implement common assessments in E/LA and Math. These assessments monitor students progress in each discipline every 6 or 9 weeks.

- E/LA teachers assess students every six weeks to monitor students' progress and design and implement instructional changes as well as placement changes in accordance with students' needs.
- Mathematics teachers assess students every three weeks and use assessment results to modify their classroom instruction and provide proper remediation. The Algebra and Geometry curriculum groups have designed an assessment system that monitors the mastery of the standards. The department has also developed a common final assessment for each course that is aligned to the State Mathematics Standards.

- Ongoing Monitoring System

Teachers analyze results of ongoing common formal assessments every 6 to 9 weeks, and modify their classroom instruction to include multiple use of instructional and assessment strategies to meet the needs of students. Department results are shared during curriculum group meetings, departmental meetings, and professional development days.

- Implementation of Intervention Program

- The English Language Arts Department requires all 9th grade students except students who qualify for the honors program and 10th grade students who scored Basic and below to take additional intervention class. The 9th grade course is Academic Literacy and the 10th grade course is Test Prep. In addition to the Academic Literacy class, the department also instituted the REACH class as an intensive intervention class for students who scored Far Below Basic.
- The Math Department offers support classes for both 9th and 10th grade students focusing on filling the gaps, improving skills and gaining mastery of standards. Students who scored Basic and below are taking Math Lab for Algebra students and CP Support for Geometry students. And 9th grade students who scored far below basic in the CST general math are taking Math Explorations as their intensive intervention class.
- The IRF meets with students who have not passed one or two parts of the CAHSEE to create an individualized action plan. CAHSEE after-school tutoring program is also instituted to support these students.

- Professional Development is conducted on Early Release Wednesdays to revisit and redesign standard-based instructional strategies for literacy, classroom management and to align curriculum across subject areas and grade levels specifically targeting the needs of SPED, ELL, GATE, African American and Latino students. Common instructional strategies such as BBC, Academic Vocabulary, and participation/ engagement structures are being implemented as school-wide strategies.

b.) School barriers or challenges to improvements in student achievement:

- Disruption with the students' schedules due to consolidation of ten teachers and changing teachers' assignments after six weeks.
- Disruption of pure .6 classes also due to consolidations and master schedule changes.
- The co-habitation of Burton High School with Leadership High School during the first semester of the school year caused the disruption in teaching and learning instructional minutes and activities. In addition, common meeting time was frequently used up with planning for consolidation and co-habitation. This meant less time for other work.
- Inconsistent use of the Black Board Configuration in classrooms.
- Core back-to-back classes, singletons, advanced placement courses and under-performing intervention classes create scheduling difficulties.
- Shortage of qualified Special Education teachers.
- No Wellness Center Coordinator.

To overcome some of the barriers or challenges to improvements in student achievement, Professional Development sessions are conducted on Early Release Wednesdays. The sessions focus on strategies and best practices in teaching and learning across content areas targeting the

needs of our subgroups. Alternating Early Release Wednesdays also provide staff for common department planning time to focus on the discussion of best practices, data review and school-wide assessment tools and instructional modifications. The Leadership Team meets every Tuesday and Thursday to discuss and develop a strategic plan to deal with school-wide issues and departmental concerns. The Administrative Team meets every Friday to discuss curricular issues and improvements. The strong department structure provides support in the implementation of the strategic plan.

c.) Textbook funds enable the school to provide each student with a standards-based textbook. State funds help to provide materials for the intervention and CAHSEE courses. These funds are also used to support Burton's after-school tutoring sessions to help students pass the CAHSEE. LEP funds are expended to support English Language Learners and purchase supplemental instructional materials for ELL students. Consent Decree funds are used to support the Academic Literacy at 20:1 ratio and Test Prep classes at a smaller class size, in addition to a seven-period day that makes intervention possible.

d.) Currently, the following family, school, and community resources are available to assist under-performing students.

- Students Study Team (SST), Student Assistance Team (SAP) and Student Attendance Review Team (SART)
- The Math tutoring center is open before- after school, and at lunchtime.
- The seven-period day allows under-performing students to take extra support classes in math and E/LA, and to retake classes if necessary.
- The Wellness Center provides health and personal counseling to our students, staff, and families.
- The Parent Liaison provides services to improve parent involvement and communication and building PTSA.
- The Student Attendance Liaison provides services to improve the attendance of students who are at risk of dropping out from school including home visits.
- The Instructional Reform Facilitator organizes and presents data to the school and departments, and assists in creating and implementing professional development to target observed areas of need. She also organizes and implements the CAHSEE intervention plan and support groups for AP and honors classes and regularly visits classrooms to support and coach new and struggling teachers.
- Burton has counselors who speak Chinese, Spanish, and Filipino, representing most of the linguistic diversity of students.
- The Mathematics department continues to make Parent Guides available for parents and guardians that wish to help their child in Algebra, Geometry or Advanced Algebra.
- Parent conferences, which inform parents of student's progress and create partnerships with families, help under-performing students.
- Progress report cards are given every three weeks to inform parents about their child's academic performance.

Current-Year Objective 2: The enrollment of African American, Latino, and English Language Learners students in Honors/Advanced Placement courses will increase by least 10% in Honors and 5% in AP classes.

a.) Key strategies and high-leverage activities being implemented to increase academic equity:

- Teachers are redeveloping, redesigning, implementing and evaluating 9th and 10th grade English Honors courses in order to support and prepare the targeted population for 11th and 12th grade Honors/ AP courses.
- Honors/ AP teachers are implementing support strategies such as tiered instruction, individualized tutoring, Socratic seminar, synectics, and inquiry learning to increase the academic achievement of the targeted population.
- Teachers are restructuring the current enrollment process to recruit targeted students in Honors/AP courses to ensure greater participation. Recruitment of targeted students is instituted to identify prospective under-represented students to meet enrollment goals.
- Teachers are monitoring and assessing targeted student performance in Honors/AP classes weekly to provide immediate feedback and appropriate support mechanisms to reach targeted goals.

b.) Barriers and challenges in ensuring academic equity:

- The current honors selection criteria in the English Department limits the participation of under-represented students in Honors/ AP classes.
- Lack of support mechanism to retain under-represented students in Honors/ AP classes.
- Lack of parent involvement in the selection and retention process of Honors/ AP students.

The English, Math, Science and Social Science Departments are instituting mentoring programs to encourage targeted students to enroll in Honors/ AP classes and to provide support for students who are already in Honors/ AP. Recruitment of targeted students is also instituted through department heads and teachers to identify prospective under represented students.

c.) WSF and Consent Decree funds are used to support most 9th – grade students enrolled in an Academic Literacy that will improve reading and writing skills and enable more students to participate in honors and AP programs.

d.) Currently, the following family, school, and community resources are available to assist under-represented students in Honors/ AP classes

- The English Department is instituting a mentoring program to encourage targeted groups to enroll in AP and honors classes and to provide support for students who are already in AP and honors classes.
- The Parent Liaison provides services to improve parent involvement and communication.
- Burton has counselors who speak Chinese, Spanish, and Filipino, representing the linguistic diversity of students.
- IRF makes regular follow up with 9th grade students who were moved to the 9th Grade English honors class at the beginning of the year.

Current-Year Objective 3: At least 95% of teachers will demonstrate competency in implementing a standards-based curriculum in their subject area, to include a variety of instructional strategies, i.e., cooperative learning, use of graphic organizers, use of technology, student portfolios, inquiry learning, and common assessments, which will be present in their daily lessons as evidenced by monthly informal observations and formal evaluations.

a.) Key strategies and high-leverage activities being implemented to improve instruction:

- Teachers are delivering standards-based instruction/curriculum in their core subjects that include a variety of instructional strategies.
- Professional development sessions are focused on best practices in teaching and learning across contents areas that include a diverse array of instructional strategies. Our school-wide focus has been on differentiating curriculum; engagement, participation, and high level questioning strategies; developing academic vocabulary, using data to inform instruction, Black Board Configuration; and developing personal relationships.
- Regular administrative and IRF informal classroom visits with focus on school-wide instructional strategies named above.
- “Best Practices” sharing in English, Math and Science Department meetings.

b.) School barriers or challenges to improvements in teacher competency:

- High teacher turn over especially in English, Math and Special Education Departments creates instability in the workforce and inconsistency in implementing school and classroom strategies for improvement.
- Disruption in the master schedule due to consolidation of ten teachers.
- The co-habitation of Burton High School with Leadership High School during the first semester of the school year caused the disruption in students’ learning environment and adversely affected teachers’ morale.

To overcome some of these challenges, one of the Professional Development Wednesdays was focused on vision planning. As a result of this session, the faculty created work groups on revisiting Burton’s vision, keeping the faculty spirit, revisiting the structure and content of the Wednesday Professional Development and improving school morale. Some of the work groups meet on a regular basis to assess Burton’s current condition and develop a plan to overcome those barriers.

c.) Despite a reduction on the overall budget this year, teachers were able to attend professional development workshops within and outside the district. Newly hired Math teachers attend the CPM training.

d.) Currently, the following family, school, and community resources are available to assist teachers.

- New teachers support program through BTSA and NTIP.
- The second prep period gives teachers a chance to contact parents, coordinate with other teachers and conduct curriculum planning and/or grade level meetings.

- The Wellness Center provides health and personal counseling to our students, staff, and families.
 - The Parent Liaison provides services to improve parent involvement and communication.
 - The Student Attendance Liaison provides services to improve the attendance of students who are at risk of dropping out from school.
 - The Instructional Reform Facilitator organizes and presents data to the school and departments, and assists in creating and implementing professional development to target observed areas of need. She also organizes and implements the CAHSEE intervention plan and support groups for AP and honors classes and regularly visits classrooms to support and coach new and struggling teachers.
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Priorities for 2007-2008

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

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

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

1. 91% of 9th-grade students either stayed the same or increased their scores on the ELA CST and 63% in the 10th-grade from 04-06.
2. 17.2% of 9th grade EL students performed at or above proficient and 72.8% at Basic and below; 15.82 % of 10th grade EL students performed at or above proficient and 84.18% at Basic and below on CST- E/LA.
3. 57% of 9th grade students enrolled in Algebra and 87% of 9th grade students enrolled in Geometry performed at basic or above, which is 12% higher than the previous year. 62% of 10th grade students enrolled in Geometry and 87% enrolled in Advanced Algebra performed at basic or above, which is 14% higher than the previous year.
4. The passing rate for 10th grade CAHSEE ELA dropped from 65% to 51% and CAHSEE Math went down from 74% to 67%. The passing rate for 10th-grade AA students dropped from 64% to 34% in ELA and 57% to 30% in Math. The passing rate for 10th-grade Latino students dropped from 58% to 55% in ELA and 60% to 55% in Math.
5. Sub group API scores from 2005 –06 for AA students declined by 98 points, 55 points for Latino students and 29 points for EL students.
6. 65.71% of 9th grade students who scored Basic and below in the 8th grade CST ELA test passed their Fall 2006 9th Grade English class.
7. 74.36% of 9th grade students who scored Basic and below in the 8th grade CST Math test passed their Fall 2006 Algebra class.
8. 10% of 9th grade students who scored at or above proficiency in their 8th grade CST ELA or CST Math test failed their Fall 2006 English or Algebra class.
9. 47.5% of our current 9th grade students have 2 or more Fs on Fall, 2006 report card.

10. 65% of all discipline referrals are for 9th grade students.
11. In the Fall, 2006 semester, 24 of 45 AA students and 33 of 75 Latino students failed their 9th Grade English courses. 10 of 47 AA students and 27 of 69 Latino students failed Algebra 1.

Key Objectives for Goal 1

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

Objective 1: The number of students including AA, Latino, ELL, GATE and SPED, scoring at or above proficient in the CST E/LA and mathematics will increase by 5 %.

Objective 2: Increase the passing rates for 11th and 12th-grade students including AA, Latino, ELL, GATE and SPED in the CAHSEE E/LA and mathematics sections to 95% and 100% respectively.

Objective 3: The number of 9th grade students receiving 2 or more Fs will decrease by 20%, including those from the target groups. Ninth grade students will make up less than 50% of referrals out of class.

Key Strategies for Goal 1

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

Key Strategy 1:

The English and mathematics teachers will improve the strategic period curriculum and instruction to support all students especially the targeted groups.

Key Strategy 2:

The administration and teachers will develop a ninth-grade transition program that will include more opportunities for personalization (development of relationships) in an advisory or homeroom period; standardized classroom systems; common planning of integrated curriculum during common planning time; and opportunities for leadership development.

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 over represented 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:

1. There are currently 314 students enrolled in Honors classes, 7.64 % are AA, 13.06% are Latino, 28.98 % are EL, 54.14% GATE and 1% SPED
 2. There are 156 students enrolled in AP classes, 2.56% are AA, 4.49% are Latino, 18.59 % are EL, 39.10% GATE and .64% SPED.
 3. 8.77% of 9th grade EL students increased their overall proficiency in CELDT, 54.39% the same level and 36.84% went down. 17.95% of 10th grade EL students increased their overall proficiency in CELDT, 48.72% the same level and 33.33% went down
 4. There is an increase in the enrollment of targeted students in Honors/AP classes. In 2005-2006, 2.6% and 0% AA, 8.9% and 1.8% Latino and 8.4% and 17.7% EL are enrolled in Honors and AP respectively. AA students in Honors increased by 5% and 2.56% in AP, Latino students in Honors increased 4.16% and 2.69% in AP and EL students in Honors increased 20% and .89% in AP.
 5. Ten of the 24 (41.67%) AA students, 13 of the 41 (31.71%) Latino students, 41 of the 91 (45.05%) EL students, 126 of the 170 GATE students and 1 of the 3 Sp Ed students enrolled in Honors classes got a B or higher in the FALL 2006 Semester Grade.
 6. Zero of the 4 (0%) AA students, 3 of the 7 (42.86%) Latin students, 34 of the 61 GATE students and 10 of the 29 (34.48%) EL students enrolled in AP classes got a B or higher in the FALL 2006 Semester Grade.
 7. 89% of RSP SPED and 6% of SDC SPED students are enrolled in mainstream core English classes, 77% of RSP Sp. Ed and 4% of SDC SPED students are enrolled in mainstream core Math classes, 89% of RSP Sp. Ed and 4% of SDC SPED students are enrolled in mainstream core Science classes and 63% of RSP SPED and 3% of SDC SPED students are enrolled in mainstream core Social Science classes.
 8. 56.4% of RSP SPED students received an F from their mainstream core English class for the Fall 06 report card and 43.8% of RSP SPED students received an F from their mainstream core Math class.
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Key Objectives for Goal 2

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

Objective 1: Increase enrollment of AA, Latino and ELL students by 10% in honors and 5% in AP.

Objective 2: Increase enrollment of SPED students mainstreamed in E/LA, mathematics, sciences and social sciences by 5%. Decrease the number of SPED students receiving Fs in mainstream core subjects by 20%.

Objective 3: 54% of EL students who have attended Burton for two consecutive semesters will advance at least one level in English proficiency as measured by CELDT.

Objective 4: 10% of EL students who have been attending US schools for more than four years will be re-designated as measured by CELDT, CST, LALAR and grades.

Key Strategies for Goal 2

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

Key Strategy 1:

Reorganize the SPED department so that more RSP and SDC students are in mainstream courses, increase academic support by differentiating instruction, and streamline counseling services from SPED case managers and grade- level counselors.

Key Strategy 2:

Increase participation of AA and Latino students in Honors/AP classes by adding AP US History; recruiting targeted students through the mentoring program; improving the current enrollment process; and strengthening the support mechanisms to retain students who are already enrolled.

Key Strategy 3:

Increase achievement for EL students by improving instruction with professional development focused on SDAIE strategies; providing tutorial services; and using the Shining Star Curriculum to monitor progress with benchmark assessments.

Goal 3: Instruction Improvement

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

Data Conclusions related to Goal 3

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

Key Findings:

API

1. API dropped from 701 to 671 from 2005 to 2006. For significant subgroups: AA dropped 98 points, Latino dropped 23 points, EL dropped by 28 points.

Enrollment data

1. Enrollment has declined by over 600 students over the last three years to the current 1,287.
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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.]

Objective 1: The school will meet or exceed state API and AYP targets, including all target groups.

Objective 2: Burton will maintain a target enrollment of 1100 students.

Objective 3: Department will continue to develop and implement benchmark assessments to monitor the progress of all our students including AA, Latino, ELL, GATE and SPED students every six to nine weeks.

Key Strategies for Goal 3

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

Key Strategy 1:

Continue to improve instructional delivery with a school wide focus on the high-level engagement of all students through the use of the BBC; specific participation, engagement, and questioning strategies; and strategies to develop academic vocabulary. These strategies will be the focus of instructional walkthroughs, professional development sessions, and formal evaluations.

Key Strategy 2:

Continue to develop the Academies at Burton High School with the introduction of the pre-Engineering academy and the development of an Information Technology Academy. This will highlight unique programs and make Burton attractive to a wide variety of students.

Key Strategy 3:

Develop and implement Benchmark Assessment to monitor students' progress and modify instructional practice.

Key Objectives for Goal 4

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

Objective 1:

Increase the average daily attendance rate by 10%. Decrease the number of tardy arrivals to each class and to school by 10%.

Objective 2:

Increase the emergency readiness of the Burton campus as measured by increased numbers of teachers who have participated in higher levels of disaster preparedness training.

Objective 3:

Increase collaboration with Leadership High School to ensure a safe/healthy campus and learning environment.

Objective 4:

Strengthen Wellness Programs/ Services to support for physical and emotional well being of students to improve academic achievement.

Key Strategies for Goal 4

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

Key Strategy 1:

Open the 2007 – 2008 with an effective tardy hall/detention program. Reducing the time out of class will increase student achievement and contribute to the overall success in the school.

Key Strategy 2:

Codify, publish, plan, and conduct a full-scale disaster preparedness drill in the fall of 2007. Train teachers and student leaders in CRT, to help facilitate the execution of the plan. Continue to conduct regular fire, lockdown, and earthquake drills

Key Strategy 3:

Build systems and structures for collaboration with Leadership High School, including a Joint Building Committee, joint emergency plans and drills, and systems for sharing the public spaces such as the auditorium and sports facilities.

Key Strategy 4:

Hire a wellness coordinator to organize services from the Wellness Center, the Health Education Curriculum and the Health programs committee.

Goal 5: Parent and Community Involvement

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

Burton High School has sought to involve parents and community members in a number of ways during the 2006-2007 academic school year. Our efforts began by establishing the School Site Council, PTSA, and ELAC as democratically elected school-based organizations with a strong parent and community representation. The Parent Liaison and Burton ASB officers organized democratic School Site Council elections for parents, teachers and students. Five (5) parents were elected, two (2) of whom are alternates. The Parent Liaison also helped to reestablish the Burton PTSA charter. Twenty-two (22) parents, students, and teachers became paid members. Burtons ELAC committee has also held a number of meetings this year. Our efforts to involve parents and community members in the development of our School Site Plan began with a parent survey that was given to every student to take home. 158 parent surveys were collected. We also held had two community meetings to gather input.

Data Conclusions related to Goal 5

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

Key Findings:

I. Increase Parent Involvement (Parent Survey)

- 49% of respondents felt that parent workshops covering topics such as college admission requirements, high school graduation requirements, college financial aid, and gang prevention would increase parent involvement in the school.
- 31 % of the respondents felt that a quarterly parent newsletter and a regular updates to the school website would increase parent involvement.

Student Achievement (Parent Survey)

- 45 % of respondents felt that more school activities that involve parents like parent night, food sales, dance chaperoning will improve student achievement
- 35% of respondents said that more regular phone calls from teachers regarding students' progress will improve student achievement.

What Currently Works (Parent Survey)

- 53% of respondents stated that English and math core classes are currently working well to help achieve higher student success at Burton High.
- 23% of respondents feel that the CAHSEE English/Math prep classes are working well to help achieve higher student achievement at Burton.

Survey summary

The above-mentioned percentages are the two most common responses in each category.

II. Community Meeting

- The key findings from the first community meeting can be summarized in three major points. The number one concern was a need for improvement in communication between teachers, parents, and students. Secondly, parents wanted to see improvement in the tardy and truancy problem (see Goal 4). Finally, parents were generally complementary of teacher quality and effectiveness.

Key Objectives for Goal 5

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

Objective 1: Increase involvement from a broad base of parents, guardians and community members at the school level by 10%

Key Strategies for Goal 5

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

Key Strategy 1: Establish a system of regular and consistent communication between teachers, students, parents and the community.

Key Strategy 2: Increase the variety of school activities that enable parents to become involved.

ACTION PLAN

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

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Strategic period and curriculum support.</p> <ul style="list-style-type: none"> • Target highly effective teachers for these courses. • The 9th grade core English classes (except for honors) will be linked to an Academic Literacy Course to increase achievement and build literacy skills for all students. • The 9th grade Algebra classes will stand alone to provide for heterogeneous core classes; and strategic intervention period for basic and below will be created with a 20:1 student to teacher ratio. • All strategic periods will follow curriculum guides provided by the district. • Provide for Common Planning Time for 9th-grade English and math, and CAHSEE prep Course teachers within the master schedule. • Train all teachers on the McDougall/Littel curriculum. • Train all English teachers on using data to focus instruction. • Develop and use specific standards-based benchmark assessments to target instruction to address skills gaps and to monitor progress of students. • Use District-developed course plans. • Create a scope and sequence plan for professional development and common planning time to ensure curriculum is being fully 	<p>04/07-09/07</p> <p>09/07-06/08</p> <p>09/07-06/08</p> <p>09/07-06/08</p> <p>09/07-06/08</p> <p>06/07-08/07</p> <p>06/07-06/08</p> <p>06/07-06/08</p> <p>08/07-06/08</p> <p>08/07-06/08</p>	<p>2 FTE's</p> <p>2FTE's</p> <p>13 Teachers</p>	<p>\$155,404</p> <p>\$155,404</p> <p>\$3,900</p>	<p>WSF, SCE, LEP, EIA & CD</p>	<p>Curriculum guide for strategic periods.</p> <p>Completed course plan.</p>

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

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

implemented.					
<p>Key Strategy 2: Ninth-Grade Program</p> <ul style="list-style-type: none"> • Target highly effective teachers for these courses. • Core or cluster ninth-grade classes among targeted teachers. • Provide time over the spring and summer for planning for first two weeks transition program; common classroom systems and interdisciplinary portfolio. • Provide for Common Planning Time for ninth-grade teachers within the master schedule. • Integrate Homeroom for all students in the master schedule to increase personalization, assist students with their study skills, establish regular home contact and create positive school relationships. • Enroll all ninth-grade students in one semester Leadership class to build community leadership skills; facilitate the creation of Personal Education Plans; and to work with other team teachers to best support ninth-grade students. 	<p>09/07-06/08</p> <p>09/07-06/08</p> <p>09/07-06/08</p> <p>09/07-06/08</p> <p>09/07-06/08</p> <p>06/07-08/07</p>	<p>Instructional Materials</p>	<p>\$2,000</p> <p>\$2,500</p>	<p>* Ed Fund Grant; WSF</p> <p>WSF, SCE & CD</p>	

Monitoring and Assessment for Goal 1

Questions to cover:

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

Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Special Education students</p> <ul style="list-style-type: none"> • Streamline counseling services from SPED case managers and grade-level counselors by clearly defining the roles and responsibilities of SPED teachers and department head. • Grade-level counselors take part in IEP meetings more regularly by providing information on each student prior to the meetings. • Use SPED paras more effectively for supporting groups of students in mainstreamed classes by gathering information on students every three weeks to determine areas of needs. • Integrate SPED students into homeroom program. • Assign SPED teachers specific departments to work with on differentiating instruction to increase access and success in mainstream classes; ensure SDC teachers have access to general ed. syllabi and they participating in curricular groups for core classes. 	<p>08/07-06/08 09/07-06/08 09/07-06/08 08/07-06/08 06/07-06/08</p>	<p>Instructional Materials & Supplies</p>	<p>\$ 1,500</p>	<p>SPED, WSF, SCE & EIA</p>	
<p>Key Strategy 2: Support for students in Honors and AP classes</p> <ul style="list-style-type: none"> • Give the 9th- grade honors placement test at the beginning of the school year to provide an opportunity for all students to be included in the selection process. • Use the English Department mentoring model to recruit and prepare students for Honors and AP. • Increase parental involvement by conducting workshop sessions on motivating students to go to Honors/AP and supporting students who are already enrolled. • Diversify AP offerings to humanities by adding AP US History. • Support recruited students in Honors/ AP classes with regular study 	<p>08/07-09/07 08/07-06/08 06/07-05/08 06/07-06/08 08/07-06/08</p>	<p>Instructional Materials & Supplies 1 PREP</p>	<p>\$500 \$15,540</p>	<p>WSF, SCE, CD WSF, SCE, CD</p>	

³ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken or will begin, and the date it will be completed.

<p>groups and identified mentors and role models.</p> <ul style="list-style-type: none"> • Strengthen Modern World program to include more rigorous writing assignments in preparation for AP. • Use the Kuder Interest Inventory to determine student interest to identify career academy focus and elective choices. 	8/07- 06/08				
<p>Key Strategy 3: ELL Students</p> <ul style="list-style-type: none"> • The Administration and the IRF will provide professional development on SDAIE strategies and will follow through with targeted instructional walk-throughs to assess implementation. • ELD teachers will be trained to use the Shining Star Curriculum including benchmark assessments to measure progress. • ELD teachers will use CELDT, LALAR, CST, benchmark assessments and academic grades to inform placement, re-designation and instruction. • EL Coordinator will coach teachers in the classroom. • EL Coordinator will organize a tutoring program. • Continue to offer the transition class to EL students who will be entering the .6 classes. • Continue to offer support classes to improve student literacy rates. 					

Monitoring and Assessment for Goal 2

Questions to cover:

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

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 style="text-align: center;">Actions to be Taken to Reach This Goal⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁶ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: School-wide Instructional Strategies.</p> <ul style="list-style-type: none"> • The BBC; higher-level engagement and participation techniques; differentiation; and teaching academic vocabulary across the curriculum are identified school-wide strategies to improve instruction. • Standards-based common assessments will continue to be developed by all departments and will be used to modify instruction. • Burton will implement the modified block schedule to accommodate regular Early Release Wednesdays for grade-level or curriculum common planning, faculty professional development workshops on learning, using and monitoring the success of the school-wide strategies, and faculty meetings. • All PD sessions will have equity as a central focus, and teacher leaders will help the faculty work through courageous conversations about race • EL coordinator will observe and coach for differentiation in classrooms, with the assistance of the IRF and administrators. • GATE coordinator will collaborate with teachers to provide a challenging curriculum and differentiated instruction to all students especially the GATE students. She will identify GATE students from target groups to support and mentor in honors and AP classes. • Administration, Department Heads and IRF will continue to conduct instructional walk – throughs with focus on school-wide strategies. Formal evaluations will target use and monitoring of school-wide strategies. • Continue to offer high interest electives such as instrumental music as budget allows. 	<p>08/07-06/08</p> <p>08/07-06/08</p> <p>08/07-06/08</p> <p>08/07-06/08</p> <p>09/07-06/08</p> <p>08/07-06/08</p> <p>08/07-06/08</p> <p>08/07- 06/08</p>	<p>.6 Music Teacher</p>	<p>\$46, 622</p>	<p>WSF, SCE, CD</p>	

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

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

<p>Key Strategy 2: Continue to develop Academy Structure.</p> <ul style="list-style-type: none"> Professional development and common planning time will be provided to teachers who are interested in developing and implementing Pre-engineering, and Information Technology Academies. Work will continue with KALW to strengthen the existing partnership. Develop a recruitment program that will encourage the participation of targeted students in the academies. Use surveys, focus groups and other means to identify community interests (students, parents and teachers) in exploring future academies. Currently we are exploring Academies of Teaching, Health Careers, and Hospitality and Tourism. Build a component into College and Career class that will be offered to 10th- grade students on 2008- 2009 that includes academy and career pathway exploration. 	08/07-06/08				
	09/07-06/08				
	08/07-06/08				
	08/07-06/08				
<p>Key Strategy 3: Benchmark Assessments</p> <ul style="list-style-type: none"> Use common planning time to train teachers. Use the common planning time to develop benchmark assessments, analyze data to monitor progress and modify instructional practice. Deliver standards-based instruction/curriculum in all subject areas and include a variety of instructional strategies. 					

Monitoring and Assessment for Goal 3

Questions to cover:

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

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Tardy Hall/ Detention Program</p> <ul style="list-style-type: none"> • Piloting tardy hall/detention program during spring of 2007. • Communicate details of policy to parents, students, and teachers. • Work with Deans of Students to create schedule for running detention program, including tracking, accounting, and monitoring of students. • Monthly check-in sessions with Deans, administration, and leadership team to gauge progress and receive feedback. • Continue to collaborate with dropout prevention and student attendance liaison in order to decrease chronic truancy. • Identify students with chronic tardy problems and refer to student attendance liaison and/or pupil services. 	<p>03/07-06/08</p> <p>03/07-06/08</p> <p>03/07-06/08</p> <p>04/07-06/08</p> <p>04/07-06/08</p> <p>03/07-06/08</p>	<p>Materials & Supplies</p>	<p>\$200</p>	<p>WSF, SIP</p>	
<p>Key Strategy 2: Disaster Preparedness Drill</p> <ul style="list-style-type: none"> • Identify teacher leaders with an inclination to work and/or experience with crisis response, disaster preparedness, and emergency planning. • Review SFUSD School Crisis Response Manual with team. • Train team members in CPR, First Aid, and school plant. • Revise published plans to include coordination with Leadership High School. • Review published plans on emergency evacuation, lock down protocol, and with team and larger faculties. • Conduct and evaluate drills under the supervision of Fire Marshall and direction of the SFUSD. • 	<p>09/07-06/08</p> <p>09/07-10/07</p> <p>08/07-10/07</p> <p>04/07-10/07</p> <p>08/07-06/08</p> <p>09/07-06/08</p>				
<p>Key Strategy 3: Systems and Structures for collaboration with Leadership High School</p> <ul style="list-style-type: none"> • Set up bi-weekly or otherwise regular meeting times. 	<p>04/07-06/08</p>				

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

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

<ul style="list-style-type: none"> • Identify the key players to meet on regular basis and invite other stakeholders and parties as necessary for coordinator and mediation of solutions. • Identify common agenda items to be discussed at regular meetings and identify structure for adding additional items for discussion; • Identify key point person(s) responsible for managing, scheduling, and equipping shared space. • Build out goals for collaboration thereby increasing levels of coordination and collaboration. 	04/07-06/08				
<p>Key Strategy 4: Wellness Coordinator</p> <ul style="list-style-type: none"> • The Assistant Principal for Pupil Services will work with the School Health Department to recruit, interview and hire a Wellness Coordinator. • The Wellness Center will continue to offer nursing and counseling services. • The Wellness Coordinator will organize health-related workshops for students and faculty. • The Wellness Center will continue to offer programs such as gang-free environment program, Tobacco free program and others. 	04/07-06/08	04/07-06/08			

Monitoring and Assessment for Goal 4

Questions to cover:

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

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Strengthen Communication</p> <ul style="list-style-type: none"> • Burton High School will create a homeroom that students will visit once a week throughout their high school career. The Parent Liaison will work with the administration, student clubs, the PTSA and the SSC to gather relevant school-related announcements that will be compiled in a take-home Parent Bulletin to be distributed in homeroom. • The PTSA has agreed to provide the funding for the postage for a quarterly newsletter to be sent home via post. The Parent Liaison will help coordinate the PTSA concession stand at Burton Sporting events to help raise the necessary money. • Parent Liaison will work with the administration to plan and carry out regular announcement updates to existing marquee. • The Administration will identify and support an Academy Class to design and update Burton’s website. • The Administration and the Parent Liaison will communicate necessary updates to the Parent Information section of the Burton High School website. • Regular auto-dialer announcements, translated in different languages, will inform parents of upcoming events. 	09/07-06/08				
	09/07-06/08	Postage for special parent announcements	\$500	Parent Liaison Funds, SCE, CD	
	09/07-06/08				
	09/07-06/08				
	09/07-06/08				
	09/07-06/08				
	09/07-06/08				
<p>Key Strategy 2: Increase Range of Parental Involvement Opportunities</p> <ul style="list-style-type: none"> • Combine student performances/presentations with parent in order to attract greater participation. • Continue to solicit a diverse base of parent involvement in the School Site Council (SSC), ELAC, SAC, and PTSA. • While 2007-2008 is not an election year for the SSC; it still may be 	09/07-06/08				
	09/07-06/08				
	09/07-06/08				

⁹ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

<p>necessary to hold elections to fill positions that may be prematurely vacated. This would involve making nomination forms, ballots, and candidate descriptions available to all parents, teachers and students. Democratic elections will be held before the mid-October deadline.</p> <ul style="list-style-type: none"> • The Parent Liaison will work with the officers of the Phillip and Sala Burton Academic High School PTSA to recruit new members, develop annual PTSA objectives, and provide general support to this parent organization. • Burton will hold family- related activities such as potlucks, and student performances. • The Parent Liaison will work with PTSA to identify key workshops that parents want such as effective parenting, college financial aid, and basic computer use. 	09/07-10/07	Forms, ballots	\$250	SIP	
	09/07-06/08				
	09/07-06/08				

Monitoring and Assessment for Goal 5

Questions to cover:

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

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
		X					
Numbers of members of each category		1					

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

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

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

English Learner Advisory Committee (ELAC) Membership

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

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

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

School Advisory Committee (SAC) Membership

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

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

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:

 - B. One meeting to present plan upon its completion. DATE:

7. This school plan was adopted by the school site council on: _____.
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:

_____	_____	_____
Typed name of school principal	Signature of school principal	Date

_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date