

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Presidio Middle
School

_____38 68478 6062079_____

CDS Code

April 13, 2007

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ACADEMIC PROGRAM SURVEY

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

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

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

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

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

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

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

By June 2007, 35% of English Learners and 33% of African American and 40% of Latino Students will be proficient in Math.

Current-Year Objective 2:

By June 2007, 38% of African American students, 45% of Latino students and 12% of English Learners will be proficient in English.

Current-Year Objective 3:

By June 2007, students performing at Proficient and Advanced will increase to 70% in Math and 70% in English.

The school uses regular faculty, department, grade level and program (GATE, ELL, Sp. Ed., VAPA) meetings and times and professional development opportunities for teachers to coordinate the curriculum and the use of materials within grade levels and content areas. Teachers' lesson plans include and reflect standards for their content areas.

The school does ongoing analysis of data beginning in August and continuing throughout the year. Grade level content clusters, summary reports and alpha lists of student CAT 6

and CST test scores are distributed to all classroom teachers and counselors. Language Arts/Social Studies and Math/Science teachers utilize Cruncher and OARS- Online Assessment Reporting System. OARS is a web-based software tool that facilitates the collection, reporting, and analysis of periodic benchmark assessments. This data assists teachers and the school's leadership team by making assessment results readily available. Teachers are able to modify instruction based on assessment results, and the school can plan appropriate professional development activities.

Teachers collaboratively identify appropriate and differentiated strategies to help all students achieve standards. The school focus on literacy (including math), reading comprehension, writing, oral language, and problem solving is integrated into all content areas, including VAPA and PE. There will be a mathematics intervention program for 7th and 8th grades. There is a reading intervention program for all grades.

Reading and mathematics assessments are administered and monitored by teachers and the administrative and leadership teams. Paraprofessional assistance is provided for EL students in language development and content areas. The school uses differentiated and supplemental materials to help all students achieve standards. Professional development workshops are supported through categorical funds.

The results of state and district assessments are used to modify and adapt curriculum and instruction. Staff shares student work samples and 6 week benchmark assessment data at monthly department and grade level meetings. Students assess their progress using a variety of rubrics under teacher direction.

The school has a Beacon center to provide support services and enrichment activities for all students. The After School Learning Program provides instructional classes, academic support/tutoring, and enrichment recreational activities for students. Some certificated teachers participate in this program. In addition to the Beacon Center, before and after school clubs/programs provide math and reading tutorials to support ELL and targeted students, Visual/Performing Arts activities (Prop H), athletic events, and cultural enrichment. Additional funding is needed to provide an additional period within the school day for special programs.

Insufficient funding is a primary barrier to improved student achievement (the need for additional support staff). There is a need for additional professional development for teachers in reading, math and literacy strategies. The school has begun to provide additional flexibility in programming and scheduling reading classes for students in quintile 1 and 2 and needs to expand this flexibility to extra math classes for students in quintile 1 and 2. There is a need to access VAPA to all students, including underperforming and special needs students. The school needs to continue to broaden school/parent/community communication, including written translation, interactions, and support.

There is a need for class size reduction in all classes and also a 6th grade math intervention class. Additionally, media and technology resources in order to differentiate instruction, offer high leverage activities, and provide means for student self-monitoring. Paraprofessional support needs to be expanded.

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?*

Key Findings:

Percent at or above “Proficient” in Math

Testing Year	African American	Latino	English Learners
2003	18	33	33
2004	25	25	35
2005	26	36	31
2006	17	39	45
2008 Goal	35	40	45

In Math, targeted subgroups have made uneven progress. The percentage of African American students who comprehend the Math standards at a “Proficient” level decreased from 18% in 2003 to 17% in 2006. We are setting a goal of 35% in 2008. The percentage of Latino students at “Proficient” has increased from 33% in 2003 to 39% in 2006. We are setting a goal of 40% in 2008. The percentage of English Learners who comprehend the Math standards at a “Proficient” level increased from 33% in 2003 to 45% in 2006. We are setting a goal of 45% for 2008.

Percent at or above “Proficient” in English

Testing Year	African American	Latino	English Learners
2003	29	38	10
2004	29	39	18
2005	32	43	9
2006	20	43	18
2008 Goal	35	45	25

In English, the percentage of African American students at or above “Proficient” decreased between 2003 and 2006. We are setting a goal for 2008 of 35%. In English, the percentage of Latino students at or above “Proficient” increased between 2003 and 2006 from 38% to 43%. We are setting a goal for 2008 of 45%. English Learners increased their percentage from 10% in 2003 to 18% in 2006. We will attempt to move 25% of English Learners to the “Proficient” level in English in 2008.

Key Objectives for Goal 1

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

Objective 1: By June 2008, 45% of English Learners and 35% of African American and 45% of Latino Students will be proficient in Math.

Objective 2: By June 2008, 35% of African American students, 45% of Latino students and 25% of English Learners will be proficient in English.

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:

Reading and mathematics intervention programs will be provided for all children Below The Proficient level, as identified on the CAT 6 and CST, to meet the State’s proficient and advanced levels of student academic achievement as cited in NCLB section 1111(b)(1)(D). Supplementary materials will be provided. Criteria for exit will be aligned with the materials used in the intervention program.

Key Strategy 2:

EL and targeted students will have first priority for an after school reading or math class 4 days a week to support classroom instruction if funding is available. Classroom teachers trained in reading and math strategies who will provide support to struggling learners will teach the class. At each report card period, the After School Learning Coordinator will facilitate communication between After School teachers and the classroom teachers.

Key Strategy 3:

Department and grade level teams will meet regularly to develop lessons and share work samples of all students, including targeted students. Progress will be reviewed and adjustments in instruction will be made.

Goal 2: Academic Equity

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

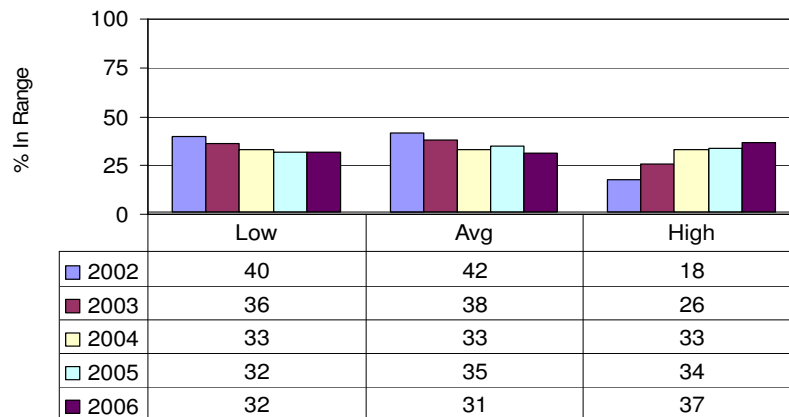
Data Conclusions for Goal 2

Questions to cover:

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

Key Findings:

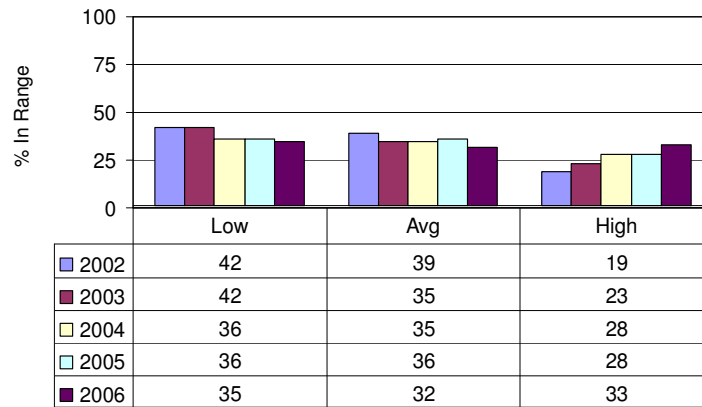
Chart 1: CST Mathematics School Level Trends



- Low: Far Below Basic, Below Basic, and Basic
- Average (Avg): Proficient
- High: Advanced

From 2002 to 2006 in Math, Presidio has succeeded in reducing the percentage of students in the “Low” and “Average” levels of proficiency and increasing the percentage at “High” (Chart 1). Assuming the positive trend of the past five years continues, we are setting a goal of reducing the “Low” group from 32% to 28% and the “High” group from 37% to 40%.

Chart 2: CST English Language Arts School Level Trends



- Low: Far Below Basic, Below Basic and Basic
- Average (Avg): Proficient
- High: Advanced

During the same period in English, students in the “Low” range dropped from 42% of students to 35% and those in the “High” range increased from 19% to 33% (Chart 2). Assuming the trend of the uneven progress we are setting a goal for the “Low” group from 35% to 27% and increase the “High” group to 36%.

Key Objectives for Goal 2

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

Objective 1: By June 2008, students performing at the Advanced level will increase from 37% to 40% in Math and from 33% to 36% in English.

Objective 2: By June 2008 there will be a 25% increase in EL re-designation at Presidio.

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:

Grade level teams will implement strategies for instruction (i.e., use of questions encouraging critical thinking, group problem solving, simulation activities) that can be used throughout the grade level to improve instruction and mastery of standards for all students. Teachers will implement activities that will address a range of learning styles, provide challenges and enrichment for all students including GATE and high potential students.

Key Strategy 2:

All students will have classes that meet district and state content standards, and all students will have access to the core curriculum (LA/SS, Ma/Sci, PE & Electives). Supplementary materials (i.e. books, magazine subscription, manipulatives, and consumable items) and technological equipment (i.e. CD players, DVD players, digital and video cameras, projectors, etc.) will be provided in alignment with standards and curriculum maps. Students will be offered a variety of learning experiences including field trips and multimedia technology.

Key Strategy 3:

All teachers will participate in creating curriculum plans both departmentally and by grade level. Teachers will meet with the administrative team as needed to review alignment with the content standards **with a focus on QTEL strategies.**

The Master schedule will allow flexible grouping for lateral movement in reading and math intervention classes.

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:

1. Students want more “hands-on” and interactive learning classroom and homework experiences.
 2. There is a need to improve consistency and quality of curriculum in Language Arts classes.
 3. Parents would like more challenging and meaningful types of homework.
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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: By the end of each 6-week grading period, all English/Language Arts, Math/Science, PE and Electives teachers will demonstrate the use of at least one writing genre in their classes (narratives, response to literature, persuasive compositions, summaries of reading materials and research reports).

Objective 2: Through quarterly review of randomly selected student projects, student work will reflect use of higher-level Bloom’s taxonomy as assessed against a checklist.

Key Strategies for Goal 3

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

Key Strategy 1:

Teachers will continue to revise and align curriculum with content standards and participate in ongoing data analysis of OARS, Cruncher, CARRS and a school-wide writing assessment. Professional development is also achieved through grade level, department, **MSTLI team**, and

faculty meetings. (Language Arts-integrate Prentice Hall Literature, Prentice Hall Writing and Grammar, and various novels)
Mathematics (CPM & SRA), Science Inquiries, Science projects, Social Studies (History Alive), Reading (HP & SRA)

Key Strategy 2:

Teachers will review Bloom’s taxonomy and use higher order thinking skills questioning strategies to deepen student understanding of content i.e. interpretation, application, analysis, synthesis and evaluation.

Key Strategy 3:

Teachers will continue to review and refine the use of the PBC (Presidio Board Configuration) with a focus on the AIM, Lesson Steps, and identified high-leveraged strategies.

Teachers attending QTEL workshops will provide professional development for other staff members.

Goal 4: School Climate

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

Data Conclusions for Goal 4

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

Key Findings:

Over the past 4 years Presidio’s suspension rate has averaged 5.5% (66 students), which is below the district middle school average of 11.4%. During the school year 2006 – 07 the African American suspension rate was 58% (33 students) and the Latino rate was 21% (12 students).

Key Objectives for Goal 4

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

Objective 1: By February 2008, Presidio will have a reduction of 25% in non-mandatory suspensions. The African American suspension rate will be reduced from 74% to 50%. The Latino suspension rate will be reduced from 15% to 12%.

Objective 2: By January 2008 Presidio’s attendance rate will increase from 97% to 99% for all students. This rate will be sustained through June 2008.

Key Strategies for Goal 4

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

Key Strategy 1:

The school will use a school-wide positive behavior model and will communicate these standards and expectations to all students through grade-level assemblies, review of SFUSD handbook, daily bulletin notices, classroom lessons, and positive reinforcement.

Key Strategy 2:

Counselors and staff will provide guidance curriculum in the classrooms dealing with anti-bullying, violence prevention and other pertinent counseling issues. (“ Second Step” guidance curriculum).Administrators and counselors will provide professional development and lead grade level meetings in alternatives to suspension dealing with violence prevention, bullying, and sexual harassment. .(“ Second Step” guidance curriculum and implementation of the *Salzman’s*

Effective Behavior Management Program). The site and After School coordinator will begin to collaborate with off-site After School programs to align curriculum and program delivery in consultation with SHPD (School Health Program Dept.).

Goal 5: Parent and Community Involvement

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

Data Conclusions related to Goal 5

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

Key Findings:

1. There is a need to broaden opportunities for parent input and contributions to needs assessment and decision-making situations. There is a need for a proactive volunteer parent liaison that will manage the volunteer list and coordinate parent contact and activities.
2. There is a need for additional educational opportunities for parents to help student improve their literacy skills.
3. There is a need to increase our parent email database.

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: By January 2008, Presidio will increase the number of volunteers and maintain a volunteer list.

Objective 2: By January 2008, Presidio will increase the average attendance to PTSA meetings, back-to-school night, and other school events.

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:

Suggestions for parent participation; volunteer opportunities and information that will be helpful to parents in supporting their children will be provided to parents at parent meetings and in materials sent home through the “Wednesday Envelope”, via the auto dialer and the School Web Site.

Key Strategy 2:

The PTSA will hold a more visible membership drive in September 2007 to increase parent participation.

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: Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • EL and targeted students will be exposed to a variety of learning experiences, including multimedia technology (i.e. digital story telling), field trips and guest speakers. Software programs will provide additional access to information and tools to demonstrate student learning. • Instructional strategies will be modified to meet the needs of all targeted students (SDAIE strategies i.e., scaffolding techniques, think aloud questioning strategies, use of graphic organizers, learning and reading logs, think-pair-share, KWL) • EL students will be provided with a variety of supplementary, content related materials at various reading levels. Teachers will coordinate reading materials/projects and assessments across core areas of LA/SS and MA/SCI. It will be necessary to reproduce these materials on site. (Copier, overhead projector, LCD projector, etc.) 	Aug. to June	Lease/Rental \$1822 Supplement. materials \$653 AV Equip. \$1525 Field Trips \$200 Instruct. Mat. \$ 700		EIA LEP	

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.

<ul style="list-style-type: none"> Paraprofessionals will provide one-on-one and small group support to targeted students to build English language skills and help students understand content information. Underperforming students, ineligible for the elective class will be provided a dance program during their regular PE class. 				Prop. H WSF	
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Monitoring and Assessment for Goal 1

Monitoring program implementation and results:

The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines.

The EL Coordinator will monitor progress of EL acquisition using CELDT, LALAR, and other assessment tools. Results will be used to determine appropriate instruction, placement and reclassification of students. This includes SDAIE strategies and native language instruction when possible.

Teachers will maintain samples of student works to reflect upon during the year and for use at parent conferences. The samples will contain assessment results, grades, and student work. End of year classroom inventories will be used to assess individual student needs. Students will review their folders each report card period with major reviews at the end of each semester. Students will use a rubric to monitor their own progress.
(EIA – LEP: Sub days \$1,800; .2FTE --\$15,540)

The administrative team will conduct classroom observations and review yearlong curriculum for reading and math intervention classes.

The administrative team will visit classrooms to observe the use of specific strategies and differentiation of instruction in progress to meet the needs of targeted students. A standardized checklist (i.e. Bloom’s taxonomy, PBC data collection form, instructional effectiveness form.) will be used.

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.

<p style="text-align: center;">Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁴ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">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: Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Grade level teams will implement strategies for challenging lesson modifications (i.e. use of questions encouraging critical thinking, group problem solving, simulation activities) that can be used throughout the grade level to improve instruction and mastery of standards for all students. Teachers will implement activities that will address a range of learning styles, provide challenges and enrichment for all students including GATE and high potential students. • Prop. H funds will be used to add and expand visual and performing arts classes and resources materials which will include audio visual, computer, and art supplies, transportation for field trips, sub. days, repairs in the auditorium, rental/lease of equipment, and new musical instruments already in place. • The Master schedule will allow flexible grouping for lateral movement in reading and math intervention classes. • All students will have access to daily intramural program, which will provide opportunity for increased physical activity and fitness. The athletics program will increase students' knowledge, participation, and competency of the sport. 	<p style="text-align: center;">Aug. to June</p>	<p>Instr. Mat. \$14,300 Extended hrs \$ 4,000 Field trips \$ 8,200 Supplementary supplies \$ 15,666 Audio/Visual \$ 9,000 Repairs/Maint \$ 900</p>		<p style="text-align: center;">VAPA Prop H Arts</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>students with a wide range of disabilities. The program includes: RSP, LH, SED, and Speech Therapy. An IEP is developed and implemented for each child. Students are placed in classroom situations with appropriate access to curriculum so that their IEP goals can be achieved.</p> <p>Key Strategy 3: Extended learning time:</p> <ul style="list-style-type: none"> Teachers and counselors, as part of team meetings and/or through SST/SAP/SART process will schedule extended learning time and supplemental support programs designed for students who are not demonstrating success in meeting standards. Schedules of student participation and work will be maintained by the After School Learning Program. SPED students will receive adapted and modified instruction in the most appropriate classroom setting based on their IEP's with the support of paraprofessionals under the supervision of the teacher to provide appropriate strategies and materials. Students are encouraged to participate in the Richmond Village Beacon (RVB) after school homework assistance program. Counselors identify those most at risk for small group counseling and parent conferences. Students will receive enriched learning opportunities in career awareness, visual and performing arts, physical education, and practical arts as part of the After School Learning Program. The library will be supported through Prop. H and school funds (WSF). Paid staff and volunteers keep the library open before, during, and after school every day. The library circulates 14,000 pieces of material and coordinates library programs/activities such as the Scholastic Book Fair. Read Across America, book swaps, and mandatory orientation for 6th Graders. Computer stations are available for student research. The librarian does book talks and “read alouds” for all students including targeted students. 		<p>teachers Speech Pathologist Administra- tive Team</p> <p>SPED teachers</p> <p>(.4FTE) Supplementary Materials \$ 7,000 Audio/Visual \$7,774</p>		<p>RV Beacon</p> <p>Prop. H Library</p> <p>Instr&Lib mtl</p>	
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Monitoring and Assessment for Goal 2

Monitoring program implementation and results:

The GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects. They will work closely with the SSC and the principal to ensure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day.

As soon as assessment data (LALAR, CELDT) is received at the school site, administrators, counseling department, and the EL Coordinator will analyze and interpret the results and make adjustments as necessary.

Teachers in grade level teams and departments will periodically review samples of student work to assess the impact of strategies and materials and modify instruction as needed.

The administrative team will conduct informal/formal classroom observations and review teachers’ year long curriculum plan.

All teachers and counselors in grade level teams and departments will participate in an end of year review of student progress and program recommendations for the following school year.

GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects. They will work closely with the SSC and the principal to insure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day.

Questions to cover:

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

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
Key Strategy 1: Alignment of instruction with content standards: <ul style="list-style-type: none"> • Reading intervention teachers will use activities and strategies to support reading in the content areas teachers in teaching students how to read text materials. 	Aug. to June				

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: Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • Teachers will review Bloom’s taxonomy and use higher order thinking skills questioning strategies for ALL students (SPED, GATE, EL, EDY) to deepen student understanding of content i.e. interpretation, application, analysis, synthesis and evaluation. • Identified students will be assigned to a reading class in addition to a LA class for as many semesters as needed for additional instruction in identified areas of need. • Direct Instruction curriculum will be used as the instructional program for SPED students lacking in basic reading/phonics skills. <p>Key Strategy 3: Staff development and professional collaboration:</p> <ul style="list-style-type: none"> • Teachers will attend conferences and professional development opportunities i.e. CAPHERD (CA) National School Reform Faculty Asilomar (CA) NSTA (St. Louis) CA Science Education Conference (SF) QTEL • Time will be provided for professional collaboration among all teachers on how to differentiate instruction/curriculum to challenge all students. • Teachers of GATE students will collaborate to share best practices regarding open-ended and independent research projects to stimulate the learning of GATE students. • Department and grade level teams will meet regularly to develop lessons and share work samples of all students, including targeted students. Progress will be reviewed and adjustments in instruction will be made. • Teachers attending QTEL workshops will provide professional development for other staff members. 	<p>Aug. to June</p>	<p>Conference fees \$ 1,750 \$ 1,000 \$ 500 \$ 300 Sub days \$ 1,800 \$ 4,000 \$ 1,250</p>	<p>SLIB VAPA PROP H sports EIA- LEP EIA-LEP SLIB VAPA</p>		
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Monitoring and Assessment for Goal 3

Monitoring program implementation and results:

Review of selected work samples from classrooms and supplementary programs each semester by formal and informal observation by using a pacing chart and checklist (e.g. Bloom’s taxonomy).

Review quarterly results of ELA math, science, and Social Studies benchmark assessments.

Progress will be reviewed regarding student work samples, lesson plans, and curriculum maps.

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: Procedure/activity to improve climate/safety:</p> <ul style="list-style-type: none"> • The school will use a school-wide positive behavior model and will communicate these standards and expectations to all students through grade-level assemblies, review of SFUSD handbook, daily bulletin notices, classroom lessons, and positive reinforcement • Counselors will provide “Second Step” guidance curriculum in the classrooms dealing with anti-bullying, violence prevention and other pertinent counseling issues. Teachers will reinforce appropriate student behavior. • Counselors and teachers will develop individual student behavior plans and school site staff will assist with the implementation of the <i>Salzman’s Effective Behavior Management Program</i> if funds are available. Counselors and 	Aug. to June	\$550		SLIB	

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

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

<p>school staff will share student behavior concerns with After School Coordinators and staff.</p>					
<p>Key Strategy 2: Engagement of staff, parents, community:</p> <ul style="list-style-type: none"> • Translation services will be provided by on-site multilingual staff for oral and written communication to parents, as needed. • Weekly parent communications will provide information on safety, health, and behavioral policies (Wednesday Envelope). Safety will be a regular item on the PTSA and SSC agendas. • Counselors will work with community agencies, services, and police department to schedule support services for at-risk students related to health and safety • Principal will form a school safety committee for student and parents to develop events and procedures to improve overall safety. • The site and After School coordinator will begin to collaborate with off-site After School programs to align curriculum and program delivery in consultation with SHPD (School Health Program Dept.). • Counselors will follow-up with habitual truants-notification to DPO. Counselors will inform parents of possible failing grades and unsatisfactory citizenship and will provide interventions to help students become more successful. A parent contact log will be maintained. Progress reports will be available in Spanish and Chinese. 	<p>Aug. to June</p>				

Monitoring and Assessment for Goal 4

Monitoring program implementation and results:

Principal will review monthly suspension statistics and provide relevant findings or trends to staff and support providers.

The SAP/SST/SART committee will meet to assess students who have been referred as potentially at-risk, look at student program placement, make recommendations for interventions and support, and review student progress.

SST/SAP/SART Coordinator will conduct a quarterly review of SST/SAP/SART logs for use of support services.

Principal and assistant principals will supervise and evaluate staff assigned to supervision.

Administration and counselors will conduct a monthly review of the *Salzman's Effective Behavior Management Program*.

Questions to cover:

1. *How will the school monitor implementation of the high leverage activities above?*
 2. *How will the school evaluate its progress towards achieving the desired objective(s)?*
 3. *What data will be collected to measure progress?*
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Goal 5: Parent and Community Involvement

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

<p style="text-align: center;">Actions to be Taken to Reach This Goal⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date¹⁰ 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: Active parent involvement in decision making process:</p> <ul style="list-style-type: none"> • The school will recruit parents to participate in SSC and ELAC for elections that will be held in the fall. The EL Coordinator will make phone calls and send home parent messages to build parent involvement in the SSC and ELAC for school site planning. • The SSC Coordinator will assist in the organization of the SSC (minutes, agendas, and contacting members, assisting on site plan activities, and the budget expenditures) through extended hours. • SIP Budget Manager will assist in managing all budgetary responsibilities. • SSC meetings will be held monthly. Additional meetings and surveys will be held for parents at various times during the year to provide opportunities to gather ideas from a wider range of parents. • Two Community meetings will be held in the spring to make suggestions for and review the annual school site plan. • GAC parent representatives will be involved in the planning, implementing and monitoring of the GATE program. 	<p style="text-align: center;">Aug. to June</p>	<p style="text-align: center;">180 hours \$ 5,787</p> <p style="text-align: center;">180 hours \$ 6,587</p>		<p style="text-align: center;">SLIB</p> <p style="text-align: center;">SLIB</p>	
<p>Key Strategy 2: Ongoing communication with parents:</p> <ul style="list-style-type: none"> • The school will send home “Wednesday Envelopes” with notices, parent information, and strategies to use at home. This bulletin will be posted on the School Web Site. • The school will use Student Planners provided by the PTSA for developing student organization, time management, and 	<p style="text-align: center;">Aug. to June</p>				

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

<p>study skills. The Student Planners will also be used for checking student work, progress, answering parent questions, and reviewing for parent comments and suggestions.</p> <ul style="list-style-type: none"> • The PTSA will hold a visible membership drive in September 2007 to increase parent participation. • A parent information bulletin board will be maintained near the main office. • Increase the members of the PTSA email list by 20% by inviting parents who are not PTSA members to join. The administration will support this effort by including a request for an email address from each family and asking their permission to include them in the list. The SFUSD auto dialer will be used to send messages home to parents. • All parents of students with disabilities will be informed of their child’s progress at least as often as their general education peers through report cards and using attachment G of the IEP. • The administrative team will attend the monthly PTSA meetings and meet additional times as needed. • The GAC parent representative and the GATE Coordinator will regularly communicate with GATE parents to describe the GATE program and issues of concern. They will also communicate with all parents to describe the identification process and the GATE program. <p>Key Strategy 3: Providing education opportunities for parents:</p> <ul style="list-style-type: none"> • At least 4 workshops, provided by the PTSA, will be held i.e. helping students at home, homework information, health related issues, mathematics, and reading. • Parent resources will include information packets and referrals to community services and agencies to support student needs. • Counselors will provide parents with opportunities to attend programs that will support student learning, health and development. These will include partnership activities with the public library, the YMCA, and other groups. 					
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Monitoring and Assessment for Goal 5

Monitoring program implementation and results:

School staff will document and monitor attendance at parent conferences.

School will document and monitor communication with parents through “parent contact logs”.

Written and oral communications such as newsletters, ballots, and Wednesday envelopes material will be translated for parents as much as possible.

Special parent meetings will be held for SPED, EL and GATE parents to provide them with information about school programs, review student work and progress and elicit ideas and recommendations from parents.

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
Al Dea		X					10/06
Heather Biffle			X				10/06
Leslie Burleson			X				10/06
Veronica Bottini			X				10/06
Jeannetta Mitchell			X				10/06
Jenny Yang			X alt				10/06
Judy Adami			X alt				10/06
Judy Gray				X			10/06
Elena Bukareva				X alt			10/06
Victor Lim					X		10/06
Sheila Davis Hammond					X		10/06
Debbie Wong					X		10/06
Leslie Milloy					X alt		10/06
Bonnie Kalbrosky					X alt		10/06
Valerie Lim						X	10/06
Michelle Willis						X	10/06
Sydney Tom						X	10/06
Kyle Tom						X alt	10/06
Jennie Ling						X alt	10/06
Lydia Worku						X alt	10/06
Numbers of members of each category		1	6	2	5	6	

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

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

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

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Al Dea		X						10/07
Jenny Yang			X					10/07
Maria Martinez					X			10/07
Susan Tang					X			10/07
Choirov Batjarhal					X			10/07
Cristina Aguilar					X			10/07
Louella Lee					X			10/07
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.

