

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Robert Louis Stevenson

School

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CDS Code

March 9, 2007
Date of this plan

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

SITE: Under the leadership of the Principal, core district-adopted materials aligned to the California State Core Content Standards are distributed annually at the beginning of each school year to all teachers. Students' performance data is carefully reviewed by faculty. Core curriculum pacing, assessment calendaring, and student writing will continue to be the focus of grade level team meetings and cooperative planning. In-house professional development of effective researched-based "best practices" continue throughout the school year. Lesson plans, and classroom instructional practices are required for every teacher and are reviewed/monitored by the Principal.

2. Availability of standards-based instructional materials appropriate to all student groups:

DISTRICT: *The SFUSD has purchased adopted instructional materials for all students including EDY, Special Education, EL, GATE, and Vocational Education.*

SITE: All classroom teachers are provided full and appropriate quantities of district-adopted core materials in all content areas. Annually, an inventory of materials is conducted by the administration, including identification of the location of such instructional materials, and maintenance of records of materials in all content areas. Site policy holds teachers accountable for materials and core resources. As replacement texts and teacher resources of such materials are needed, costs for same are provided in school's operational budget. The school has purchased supplementary materials for teachers to use with special education and GATE students, and English Language Learners.

3. Alignment of staff development to standards, assessed student performance and professional needs:

DISTRICT: *The district holds Professional Development Institutes that provide a series of workshops four times a year. These are designed to deepen understanding of the skills required to assist schools in aligning standards, assessments and best practices, assessing student performance, and meeting professional needs of staff. In addition, central staff facilitates ongoing professional development at school sites as part of federal and state awards programs in coordination with external partners.*

SITE: Professional development focuses on aligning curriculum and instruction to the standards, assessing student performance and implementing best practices from the standards' exemplars. Site professional assessment needs are determined by reviewing how well District goals are being addressed. Disaggregated student data trends are utilized to guide the staff's selection of professional development. As a staff we are interested in "creating a culture of thinking" During the 2007 – 2008 school year, staff will engage in coordinated staff development as they meet and discuss the work of using Differentiated Instruction in the classroom. Grade level teams will continue to reflect on the work of Stephanie Harvey, the authors of Strategy Instruction in Action. Staff will be learning strategies that will help students read and understand non-fiction text. Professional development for R.L.S. staff is provided through in-house professional development conducted by the principal and site personnel at grade level and faculty meetings, and at workshops provided by teacher leaders. The CTI provides technology professional development. The GATE Coordinator provides in-service for both teachers and parents.

4. Services provided by the regular program to enable under-performing students to meet standards:

DISTRICT: *The STAR Schools Initiative was developed using data on SFUSD school performance and the most recent research on improving underperforming schools. It provides additional school personnel, support, and resources. Summer School programs are designed to provide interventions to underperforming students.*

SITE: Each August teachers are provided disaggregated performance data (per STAR, CST, and CELDT) to identify underachieving students in their classes and are directed by the Principal to develop long-term intervention plans to assist these students in the areas of reading/language arts and mathematics. The staff meeting to identify school-wide areas of need and then specific instructional plans are crafted during grade level meetings. Each teacher is responsible for designing “Intervention Plans” that require specific intervention activities for identified students. Intervention Plans are reviewed by the Principal at individual teacher conferences. During the 2006-2007 school year, all teachers designed academic improvement plans for targeted African American students. In 2007-2008 this area of focus will continue in order to maximize achievement for one of our underrepresented minority population.

5. Services provided by categorical funds to enable under-performing students to meet standards:

DISTRICT:

SITE: Categorical funds (SWP Title I, LEP, SI) are allocated to partially fund a .6 FTE non-classroom/CTI teacher and one part-time AO9 paraprofessional. Funds will also continue be used to provide the services of a .6 literacy teacher to work with targeted underachieving students. Paraprofessionals, one funded for 3 hours and one funded for 1 hour will support classroom instruction by working with small groups of under performing students or by monitor students working independently while the teachers works with her high needs students. Funds will be used to continue morning tutoring for students who are performing below basic in mathematics. School Improvement funds support on-going professional development via consultants, substitutes, and travel and conference. Growing leadership and collaboration among the staff through planning, team work, and professional development will be recognized with payment of extended hours. Additionally, as funds permit instructional materials and technology that will be purchased to support under performing students’ needs. .

6. Use of state and local assessments to modify instruction and improve student achievement:

1. **DISTRICT:** *Annually the Research Department produces a School Site Data Binder designed to provide school staff with disaggregated data reports for the previous school year. It contains information concerning student achievement performance on various state and districtwide assessments administered during the previous school year.*

SITE: In addition to use of district assessment data, R.L. Stevenson has used the California “RESULTS” Project reading assessments for the past 6 years school-wide in all classrooms. The use of RESULTS assessment data and the Houghton Mifflin periodic assessment, have provided a common language of professional dialogue and reflection on student learning. In addition, the Houghton Mifflin’s fluency and summative assessments are used to drive future instruction. Use of the California Writing Assessment, the district’s Harcourt math formative tests, and grade level supplementary instructional activities and plans, along with individual teacher’s informal assessments and observations, student work folders and writing portfolios (key inclusions/samples per grade, maintained K-5), CELDT and LALAR results, and related assessments all are a part of a site-based assessment program which informs planning to improve teaching and learning.

7. Family, school, district and community resources available to assist these students:

SITE: R.L. Stevenson is not a STAR school, but within funding sources available for supplementary assistance to underperforming students, the school provides a Literacy Intervention Program and a “before-school” math tutorial program. The Literacy Intervention program should begin in the primary grades and extend into the upper grades if funding permits. In addition, the school has purchased supplementary language arts instructional materials, many from the Read Naturally Program, and audio equipment to assist underperforming students, along with materials to aid family/home communications and school community events. A large number of audio books were purchased to support language development for our English Language Learners. A Community Relations Specialist provides a home-school link for the families of underachieving EL students in Chinese. The new Rigby, On Our Way To English curriculum materials are being implemented in EL leveled groups that are grouped by grade level. The PIP (Primary Intervention Program) program grant that provides a .5 support provider who has a play-therapy program designed to improve students’ self esteem and communication skills began implementation during the second half of the year. This program will be funded for the 2007-2008 school year. In spring 2006, School Health Programs assigned a .5 Learning Support Consultant who adds additional supplemental support services for our students and who serves as a resource for teachers and parents. The school shares available community resources such as neighborhood mental health resources (Sunset Mental health, RAMS, OMI), local after-school programs and an on-site after school programs provided through K.E.E.P. The EXCEL grant funded after school enrichment program, implemented late in the 2006-2007 school year, will continue to be developed and offered to students in 2007-2008.

8. School, district and community barriers to improvements in student achievement:

SITE: A need exists to provide support to non-English (especially Cantonese/primary language) families through school-community outreach in a variety of areas: school attendance, student performance, health education, parent education, home/school communications, and parent involvement in school governance and programs. 11% of the school population receives special education services. Families whose children get to school by bus participate less in school activities. Living across town, coupled with the extraordinary care taking needs of fragile children, causes some families to be limited in their school participation and sense of community. Activities and resources targeted to these families, both on campus and within the district and community, will help in reducing barriers. Although there was a decrease in funding the .5 Community Resource Liaison has remained a staffing priority.

9. Limitations of the current program to enable under-performing students to meet standards:

SITE: R.L. Stevenson, situated in a largely residential area, lacks transportation links to community-based resources to aid and support extended learning opportunities for underachieving students. Two buses transport Stevenson students to the San Miguel Child Development’s after school program.. The school rents space to a for fee, non-profit organization, K.E.E.P., to provide daily after school extension care. This program serves a portion of the school population, but does not fulfill all of the needs for after all families. In March 2007 the EXCEL enrichment after school program grant began implementation on site. School staff will join with the BEACON CBO to provide a free after school enrichment program that will target under achieving and low socio economic student who will receive one hour of physical education, one hour of enrichment and one hour of academic support daily. The site want to successfully offer the EXCEL Program while still being able to maintain and support the on going existence of the K.E.E.P.

Insert SARC Highlights

ACADEMIC PLAN EXECUTIVE SUMMARY

Goal 1: Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Data Conclusions related to Goal 1:

Over the previous 5 years, students at R.L. Stevenson have maintained and shown some growth in both math and reading CST scores. Last year the Academic Performance increased by 3 points to 884 and earned a 10/10 API rating. In 2005/2006, 52% of 21 students moved from below basic to basic or above basic in English Language Arts on the CST. Our goal this year was to move the 23 students who scored below basic in ELA. Our ELA target was to move at least 35% or 6 students to the basic or above basic range. Also in 2005/2006, 53% of 51 students moved from basic to above in English Language Arts on the CST. Our goal this year was to move the 38 students who scored basic in ELA. Our ELA target was to move at least 20% or at least 8 students to the above basic range. The .6 Literacy Resource Teachers has been providing support services to 26 targeted students in grades 1 through 3. Our hope is to again experience the gains that were made last year when these services were provided to students. The Literacy Resource Teacher has seen upper-grade students on an as needed basis when she was able to fit them into her schedule. In 2005/2006, 14% of 14 students moved from below basic to basic or above basic in Math on the CST. Our goal this year was to move the 21 students who scored below basic in Math. Our CST Math target was to move at least 35% or 8 students to the basic or above basic range. Also in 2005/2006, 31% of 26 students moved from basic to above basic in Math on the CST. Our goal this year was to move at least 18 students who scored basic in Math. Our CST Math target was to move at least 15% or 3 students to the basic or above basic range. This Year we were able to fund a para for 2 hours who provided before school math tutoring to targeted students. We have allocated 2007-2008 funding to retain these services for 1 hour. This position will remain temporary as it depends on available funding. In 2004-2005 African American, Latino and ELL students were able to meet the goal of performing at or above the District average or show 5% improvement on the CST in ELA and Math. In 2005-2006 **African American** students were **NOT able to meet the goal** of performing at or above the District average or show 5% improvement on the CST **in ELA or Math**. In 2005-2006 **Latino** students were **NOT able to meet the goal** of performing at or above the District average or show 5% improvement on the CST **in ELA** but were able to meet the growth target in Math. These performance scores indicate an area of focus for the 2007-2008 Academic Plan. Although our populations of AA and L students are small we will continue to work at closing the gap.

During February 2007 school families were provided with a **written survey** to provide feed back to the site and an **information gathering community meeting** was attended by approximately 50 people. These participants

were provided with the following guiding questions. 1) What do you think is working at Stevenson to prepare your child in reading, writing, and math? 2) What do you think Stevenson can do to increase parent involvement? 3) Based on your own experiences and your perspective as parents what suggestions do you have for improving student achievement? Most parents were satisfied with the academic programs at all grade levels. Through these combined opportunities to provide input, parents requested more art and music be provided for students on a regular basis. Parents commented favorably on the dedicated and trained staff; library and computer education program; students' access to technology; special programs sponsored by the library/technology program such as RIF, author visits, and the book fairs; early morning tutoring; early literacy program; physical education program; homework assignments; field trips; and special education services. Of particular note parents indicated that they appreciated the after school extended learning, fee-based programs: K.E.E.P., Mandarin Language, Academic Chess, and the free Presidio Dance Program.

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

Objective 1:

By June 2008, 35% of students who scored below basic in English Language Arts on the CST will show movement toward Basic and 25% of students who scored basic in English Language Arts on the CST will show movement toward above basic.

Objective 2:

By June 2008, 35% of students who scored below basic in Math on the CST will show movement toward Basic and 15% of students who scored basic in Math on the CST will show movement toward above basic.

Objective 3:

By June 2008, African American students will perform at or above the district average or show 5% improvement on the CST Math and Language Arts; and Latino students will perform at or above the district average or show 5% improvement on the CST in Language Arts and maintain their achievement in Math. All ELL will maintain their performance in Language Arts and Math.

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

1. Individual action plans will be developed to address the needs of targeted students in order to improve academic performance.
2. Early Literacy Intervention Program for primary grades will provide remediation for students not meeting benchmarks on quarterly assessments.
3. Quarterly grade level analysis of student performance on Houghton Mifflin Language Arts and Harcourt Math Assessments and writing prompts will inform teachers' instruction and guide flexible, strategic groups.

4. Before school math tutoring program will be provided for targeted 3rd, 4th, and 5th grade students.
5. The Library/technology program will serve as a focal area for the school and highlight cultural literacy lessons that will encourage, guide and support classrooms in providing instruction that will support the needs of under represented minority groups (AA, L, & ELL) and Special Education students (SDC, Inclusion and RSP) by modeling culturally and developmentally appropriate instruction that take students' learning styles into consideration.

Goal 2: Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Data Conclusions related to Goal 2: African American and Latino student seem to consistently under perform other groups of students. A majority of our AA an L students are enrolled in our Special Education classes. This speaks to the need for improvement in providing targeted instruction and increased opportunity for mainstreaming of these students. English Learners have shown continuous growth over the past few years the most significant gap seems to occur in the upper grades where the test is more language dependant. The significant gap indicates that the older our students get the more important it is to provide them with English Language Development instruction in order to prevent them from falling further behind as they experience more academically complex material.

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

Objective 1:

By June 2008, 15% of 4th and 5th grade EL students will move from the below basic range in reading on the CST to the basic range; 10% will move from basic to proficient; 5% will move from proficient to advanced.

Objective 2:

By June 2008, EL reclassification rate will increase by 20% for EL students in grades 3-5.

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

1. Classroom instruction shows evidence of modifications, adaptations, extensions and differentiation.
2. Teachers will utilize strategies of flexible grouping, tiered assignments, sheltered English techniques, curriculum compacting and learning centers in order to provide the required ELD instructional minutes and full use of the adopted On Our Way to English ELD materials.
3. Students in special education classes will integrate with general education classes for P.E, computer, library, artists-in-residence, and core classes as appropriate.
4. Special Education and Core Classroom teachers will participate in staff development that help to delop skills in meeting the needs of these students.

Goal 3: Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning. Our staff will engage in a shared learning process that focus on Differentiated Instruction and strategies that increase reading comprehension in the content areas. This process will help teachers to learn new strategies in the following areas: Creating a Culture of Thinking, Modeling Questioning, Reading and Understanding Non-Fiction, and Using Strategies to Enhance Learning.

Data Conclusions related to Goal 3:

These Results Tests, CST 4th grade Writing Test, as well as current writing samples from students' portfolios show that writing is an area that needs improvement at our school. To monitor the improvement of reading comprehension skills, we continued to implement a school-wide reading assessment (RESULTS) or the Houghton Mifflin fluency test. The continuation of a part-time primary literacy specialist met the needs of targeted first and second graders. In the 2007-2008 school year we will continue to implement a school-wide writing assessment practice program that will be administered in grade K-5 under conditions and timing that paralleled the "real" test three times periodically throughout the year. This will be done to familiarize students with the test format and to give students a chance to build stamina and endurance. Although overall math scores are excellent, specific math strands of measurement, geometry and number sense need improvement through focused instruction. This year upper grade teachers will continue to focus on improving the pacing of their instructional lessons.

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

Objective 1:

By June 2008, 50% of 4th graders will receive a passing score of "5" or above on the CWST. Spring 2004 results indicate that only 15% of 4th graders scored a 5 and above.

Objective 2:

By June 2007, 60% of 2nd through 5th graders will score 80 % or above on the quarterly district Harcourt Math assessments following the pacing guide of the district.

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

1. To improve our students' writing skills, the faculty will align a writing program to content standards, writing genres, and the writing process and continue to implement the school-wide writing assessments 3 times each school year.
2. Professional development will continue to on writing strategies for each genre, alignment with standards, and collaboratively scoring student work.
3. Teachers will follow the district's pacing and assessment plan for math instruction.
4. Professional Development will be part of every staff and grade level meeting
5. Each grade level will participate in group dialogue and discussion centered around a professional text that supports the academic goals outlined in this Academic Plan.

Goal 4: School Climate: Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior

Data Conclusions related to Goal 4:

Results from the Parents' community meetings indicated that families are pleased with issues of safety, school environment and school programs that develop self-esteem, personal responsibility, and appreciation of diversity. Results from school tours and other recruitment strategies showed a significant increase of families choosing R.L. Stevenson in the first enrollment period. The school rents space to a non-profit organization, K.E.E.P., to provide daily after school extension care. The new EXCEL grant funded after school program will continue to be developed and implemented in 2007-2008.

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

Objective 1:

By January 2008, students will demonstrate ability to make safe and healthy choices/decisions and respond appropriately to emergency situations.

Objective 2:

By January, 2008, the school community, including staff and parents, will have a unified approach toward crisis response situations. Teachers will review yard safety rules and zero tolerance for bullying and violence.

Objective 3:

By March, 2008, the School Site Council will review a parent and teacher surveys and use the results to further improve the school's programs and climate.

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

1. The crisis response team will respond to school community crisis using the procedures and resources in the Crisis Response binders.
5. Students will engage in service learning opportunities such as Safety Patrol, Clean Team, Composting Team, Reading Buddies, and Big Brothers and Sisters.
6. All students will participate in the district's Health Programs and will receive 20 health education lessons which include tobacco and drug prevention, AIDS Awareness, nutrition and exercise. School-wide events will promote a unified approach to these endeavors.
7. The special education team and the faculty will discuss alternative consequences for behavior that warrants suspension (in-house suspension, going home early on day of incident).

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

Data Conclusions related to Goal 5:

Parents' comments indicated that they are pleased with the home communications of students' progress as well as general school-home communications, via phone calls, notices, and newsletter. We attribute this increase to the inclusion of a Bilingual Community Relations Specialist and child care services at parent meetings, and providing regularly translated home-school communications in Chinese. Parents did feel that a directory of names and phone numbers would encourage greater communication. The PTA will continue to ask parents to sign-up and participate in the directory listing. The response to volunteerism increased in 2006-2007. Non-English speaking parents eagerly volunteered when asked to participate in short term service projects that were not dependant on language such as school clean-up, gardening, and school fund raising. In 2007-2008 the school will continue to look for multiple ways for parents to contribute time and resources to the school.

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

Objective 1:

By June, 2006, sign-in rosters will indicate a 10% increase in parent/family participation in school activities, focusing on volunteerism, as measured/compared to 2007-2008 data.

Objective 2:

20% of the parents of Special Ed. students will indicate that they increased their participation in school events from the previous year.

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

1. Jointly plan community activities with the PTA targeting specific grade levels for specific events so that the same base of parents aren't doing everything. Special attention will be given to recruiting parents with children in the primary grades.
 2. With the support of the ELAC, the PTA, and the special education staff, the school will vigorously promote parent/family events, encouraging a broad base of parent participation at Kindergarten orientation, curriculum nights, Back-to-School Night, Potluck Dinner, Community and SSC meetings.
 3. Special Education teachers will make home visits and plan and implement activities to involve parents in school-wide events.
 4. School beautification will be a focus for recruiting parent participation. The front entrance near the office will serve as the start of this on going effort.
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Action Plan

GOAL #1 Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate.

Student groups participating in this goal: All students

Performance gains expected for these students: : Significantly improve the performance of AA, L, EDY, EL and Special Ed. students, while maintaining a high level of academic performance for all students.

Means of evaluating progress toward this goal: Quarterly analysis of student performance on Houghton Mifflin Language Arts and Harcourt Math Assessments (formative, progressive and summative); and student portfolios, projects and progress reports.

Group data needed to measure academic gains: Disaggregated 2007 CST/CAT data; content cluster data analysis of CST/CAT results.

Objective 1:

By June 2008, 30% AA students, Latino students, and Special Education Students at far below and below basic in English Language Arts on the CST will show movement toward Basic. All students will maintain or increase raw scores within their range while moving toward Basic. 10% will attain Basic.

Objective 2:

By June 2008, 35% or 6 of 15 students scoring at below basic average proficiency in English Language Arts on the CST will move to the basic range; 20% or 8 of 38 students will move from basic or above basic.

Objective 3:

By June 2008, 35% or 8 of 21 students scoring at below basic in math on the CST will move to the basic range; 15% or 3 of 18 students will move from basic to above basic. Students at proficient level and above will sustain this level as they transition from 4th to 5th grade.

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Timeline | Related Expenditures/ Estimated cost | Funding Source |
|---|--------------------------|-------------|--|-------------------------|
| <p>1.1. Alignment of standards-based instruction to content standards</p> <ul style="list-style-type: none"> All teachers' lesson plans and instructional practices will reflect alignment with the California State Language Arts and Mathematics Content and Performance Standards, and reflect best practices from the standards' exemplars. District pacing guides will be monitored to assure the essential standards are taught. At grade level meetings, all teachers will map language arts and math curricular goals and benchmarks, and align the assessment calendar with our standards-based program of instruction. Each grade level will select a grade level chairperson (GLC) who will be responsible for keeping notes of GLC meetings. And assignments that will be shared with the principal. GLC's will also be responsible for the dissemination of grade level materials and notices. All teachers will create individual targeted student action plans to improve the academic performance of students scoring at basic or below in reading and math. (1) All teachers will create action plans for Proficient and advanced students to sustain this level as students move from grade to grade. Students below grade level proficiency in reading will receive daily one-on-one or small group support from the Literacy Specialist. (2) Special Education students will receive one-on-one and small group instruction from the Inclusion and Resource Teachers, and Paraprofessionals, using a team approach. | Principal | On going | Principal (\$124,899) | WSF |
| | 2402 Senior Clerk Typist | | (\$52,695) | WSF |
| | Classroom Teachers, | Aug – Oct | Teachers (\$1,745,381) | WSF, Consent Decree |
| | | Sept. -June | GLC stipend \$1,750 (\$250. @ annual) | Sch. & Lib. Block Grant |
| | | Sept. | | |
| | | Sept – June | | |
| | 6 Lit. Specialist | Sept – June | .6 Early Literacy Specialist (\$48,564) | Title I SWP |
| | Sept – June | | Special Ed. | |

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| <ul style="list-style-type: none"> Standards-based classroom instruction will be supported by a CTI/Librarian during weekly technology lessons. | .6 CTI, Teachers .4 Librarian | Sept.- June | .6875 CTI (38,851.) .3125 Librarian (24,282.) | Sch. & Lib. Block Grant Prop H Librarian |
| <p>1.2 Improvement of research-based instructional strategies and materials.</p> <ul style="list-style-type: none"> Through reading aloud, shared and guided reading, all teachers will use research-based intensified reading and progressive vocabulary development strategies to promote and accelerate students' vocabulary knowledge and ability to apply strategies that facilitate comprehension, critical thinking and problem-solving across the curriculum. All teachers will utilize RESULTS, Harcourt Math, Houghton Mifflin Language Arts and other periodic assessments to identify targeted students' strengths and needs, and adjust instruction, to match assessment results. The early Literacy Intervention Program develops basic reading and writing skills of primary students who are at-risk of early school failure in reading, especially AA, L, EL and EDY students. The Program will be designed and implemented by the Literacy Specialist, in coordination with the faculty and Principal. To increase comprehension skills, all teachers will use visuals (such as webs and maps) and the strategies of asking questions, making predictions, searching for contextual cues, monitoring for understanding and using prior knowledge to make sense of new content or new structures. All teachers will utilize effective classroom practices leading to high achievement such as flexible instructional grouping, tiered assignments, centers, independent projects and hands-on activities to meet the differentiated learning needs of Special Education, EL, EDY and GATE students. GATE students will be challenged to higher levels of academic achievement through teacher utilization of higher | <p>Teachers</p> <p>Literacy Specialist, Principal, Teachers</p> <p>“ “</p> <p>Literacy Specialist, Teachers Librarian/CTI</p> <p>Teachers Principal</p> <p>3rd – 5th Grade</p> | <p>Sept – June</p> <p>Sept – June</p> <p>Sept – June</p> <p>Sept – June</p> <p>Sept – June</p> <p>Sept – June</p> | <p>4310 - Instructional Materials</p> <p>4310 - Instructional Materials</p> <p>4310 - Instructional Materials</p> | |

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|---|--|--|---|---|
| <p>level critical thinking and problem-solving skills when working on project-based learning, and integration of technology with the language arts and math curriculum.</p> <ul style="list-style-type: none"> • Supplemental instructional materials needed to support reading and math intervention activities will be utilized, including, Read Naturally and the Literacy Resource Room Leveled Book Library. • All teachers will utilize EL, challenge and intervention strategies embedded in the Harcourt Math Program and Houghton Mifflin language arts program. A part-time paraprofessional supports teachers during focused instruction of small groups. • The library will continue to buy books that support student learning. | <p>Teachers</p> <p>Teachers</p> <p>.3750 (3 hr.) Paraprofessional Val Chinen</p> <p>CTI/Librarian</p> | <p>Sept – June</p> <p>Sept – June</p> <p>Sept. - March</p> | <p>4310 - Instructional Materials</p> <p>4313 - Supplies</p> <p>.3750 Para (\$16,551)</p> <p>4211 Reference & Library Books (\$2,500)</p> | <p>EIA LEP</p> <p>Title I SWP EIA LEP 70910</p> |
| <p>1.3 Extended learning time/increased educational opportunity</p> <ul style="list-style-type: none"> • Targeted students scoring below the proficient level on the California Standards Math Test or assessment portfolio tests will be provided assistance by the paraprofessional staff before school. • School library will continue to be automated and books will be bar coded and inventoried by computer. • The EXCEL after school program will be implemented and offered to students. • Academic Chess, Mandarin Language , Piano, Dance and other free and fee based enrichment programs will continue to be offered to students. • All classes will participate in a minimum of two educationally based field trips that expand and enhance student learning. Field trips should be connected to and integrated into curriculum being taught in the classroom. | <p>.125 (1 hr.) Nghiep Nguyen</p> <p>Library/CTI</p> <p>Molina & Hones</p> <p>Permits monitored by Principal</p> <p>Teachers and Principal</p> | <p>Sept – June</p> <p>. On going</p> <p>Sept – June</p> <p>Sept. – June</p> <p>Sept. - May</p> | <p>.125 Para</p> <p>5811 Student Field Trips \$7,299.</p> | <p>Title I SWP 30500</p> <p>Discretionary Block Grant 73960</p> |

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| <p>1.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> All teachers will create individual targeted student action plans to improve the academic performance of students scoring at basic or below in reading and math. All teachers will create action plans for proficient and advanced students to sustain this level as students move from grade to grade. Students below grade level proficiency in reading will receive one-on-one or small group support from the Literacy Specialist. All ELs will receive will receive the required number of instructional minutes for E.L.D. instruction at their appropriate level, Teachers will implements an instructional plan to meet these needs. School-wide writing assessment practice tests will be administered 3 times each year. The Leadership Team will plan and implement professional development for staff on the most effective strategies for improving students’ writing skills and differentiated instruction and content area reading comprehension. Travel and conference budget will support curriculum focus on differentiated instruction, closing the gap. | <p>Principal Teachers</p> <p>Principal Teachers</p> <p>Literacy Specialist</p> <p>Classroom Teachers</p> <p>Principal Literacy Resource</p> <p>Principal Joe Yo & Vincent Williamd</p> <p>Principal Teachers</p> | <p>First Quarter On-going</p> <p>Second Quarter</p> <p>October, January, March</p> <p>August – Feb.</p> <p>TBD</p> | <p>4310 - Instructional Materials</p> <p>Stipend \$1,000 (\$500.each)</p> <p>5202 Travel Conference \$5,000</p> | <p>S.I Title 1</p> <p>Schl. Lib. B G</p> <p>Unrestricted Resources 00000</p> |
| <p>1.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> Parent-teacher conferences and SST/IEP meetings provide extensive opportunities for parents and staff to work collaboratively to support increased student achievement. Bilingual Community Relations Specialist (R40) will coordinate with school families, staff and community organizations to increase parent education, participation and involvement in the school, including promotion of school volunteerism. | <p>Teachers Principal</p> <p>.5 Community Relations Specialist (40)</p> | <p>Sept – May</p> <p>Aug – June</p> | <p>Substitutes</p> <p>.5 FTE Bilingual R40C (\$25,827)</p> | <p>Consent Decree</p> <p>EIA LEP</p> |

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| <ul style="list-style-type: none"> • Student teachers, pre-service teacher candidates and parent volunteers provide additional support to the classrooms. • Teachers will participate in extended hours professional development activities that will help them prepare to educate parents and facilitate a Parent Education Activity Night that will educate parents on the instructional programs being offered in Art, Music & P.E. On Curriculum Night, parents and their children participate in games/activities that support standards-based learning. • On Read Aloud Day, parents and staff members share their love of reading with the entire school community. • Teachers will design interactive homework that will require students to discuss and interact with their parents about what they are learning. | <p>Teachers</p> <p>Teachers</p> | <p>Sept – May</p> <p>March</p> <p>November</p> <p>Sept – May - independent study - vacations</p> | <p>1105 Extended Hours (\$11,000)</p> | <p>67610 Art, Music , P.E. Equipment</p> |
| <p>1.6 Non-academic support services (auxiliary services) for students and parents</p> <ul style="list-style-type: none"> • The SST will meet regularly to plan appropriate interventions and tutorial placements for targeted students. • The Resource Teacher will work with classroom teachers to develop and implement intervention plans/strategies for Special Education students to achieve their IEP goals/objectives. • EL and EDY students will receive the services of paraprofessionals who will provide individual and small group support in language arts/math using core and supplemental instructional materials, as needed. • Special Education students will receive the services of the RSP, SDC, Inclusion and DIS staff, along with paraprofessionals who work with individuals/small groups in math and reading. | <p>SST Team</p> <p>Resource Teacher Classroom Teachers</p> <p>Para</p> <p>Special Education Staff</p> | <p>Oct – May</p> <p>Sept – June</p> <p>Sept – June</p> | <p>4310 - Instructional Materials & Supplies</p> | <p>WSF Sped</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Timeline | Related Expenditures/ Estimated cost | Funding Source |
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| <p>2.1 Alignment of instruction with content standards</p> <ul style="list-style-type: none"> All teachers' lesson plans and instructional practices will reflect alignment with the Core Curriculum, address Content and Performance Standards and meet State guidelines for instructional time. All students will receive and use adopted instructional materials and have access to all core programs offered at the school. Classroom instruction will demonstrate the use of modifications, adaptations, extensions and differentiation to address the identified learning needs of students. To meet the differentiated learning needs of all students, including EL, EDY, Special Ed. and GATE students, teachers will utilize effective differentiated instructional strategies such as flexible grouping, tiered assignments, SDAIE/sheltered English techniques, curriculum compacting, learning centers, technology-based independent projects, learning contracts and hands-on activities. (1) All students will have equal access to technology programs and the Internet to increase student learning in curricular areas. All students will receive weekly instruction from the Curriculum Integration Specialist (CTI) in computer skills. Students in special education classes will integrate with general education students for activities/classes such as library, computer, science, P.E., performing arts, and will participate in all school events/assemblies. In addition, Special Education students will be mainstreamed in general education classrooms as opportunities arise, such as to participate in readers' theatre and art projects. | <p>Principal, Teachers, CTI/Librarian Lit. Spec. Inclusion Teacher</p> <p>“ “</p> <p>CTI, teachers</p> <p>Librarian/CTI Principal, Teachers, Sped Team</p> | <p>Sept – June</p> <p>Sept – June</p> <p>Sept – June</p> <p>Oct – May</p> | <p>4310 – Instructional Materials</p> | |

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| <p>2.2 Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> Special Education students will receive developmentally appropriate access to the core curriculum through modified lessons as needed, as determined by their IEPs, utilizing a wide range of supplementary materials and with the support RSP Teacher, Inclusion Teacher, Special Education Teachers and/or Paraprofessionals. Supplementary services and materials will assist Special Education students to achieve their IEP goals/objectives and enable them to have access to the core curriculum. GATE students assigned in groups to all classrooms will be provided with challenging and appropriate opportunities that extend or enhance the core curriculum, such as special projects, independent study and alternate assignments. In the classroom, curriculum and instruction will be differentiated in the content, process and product. Levels of abstraction, complexity and depth will extend beyond what which is provided in the core curriculum. The GATE rubric to assess student success will include standards of excellence. Comprehensive arts education will be a priority. All students will engage in visual and performing arts activities utilizing adopted curricular materials. Students will participate in the Elementary Arts Program (to the extent funded) including Artist-In-Residence Programs. Grades 4-5 students will have the opportunity to participate in the Instrumental Music Program. Additionally, all students will have opportunities in class, and by performing at school-wide assemblies, to develop performing arts skills. EL students distributed among classrooms, will be provided a high quality ELD Program taught by a CLAD certificated classroom teacher. Teachers will provide specific ELD instruction. Teachers will use SDAIE methodologies to help students when teaching the core curriculum. All EL students will receive appropriate instruction in and access to the core curriculum, with instruction in excess of required minutes in each core curricular area. | <p>Principal, SPED Team Paraprofessionals</p> <p>Principal GATE coordinator</p> <p>Teachers Artist-in-residency</p> <p>Principal Teachers</p> | <p>Jan – May</p> <p>Nov – April</p> <p>Sept – June</p> | <p>5803 - Consultants</p> <p>Arts Education Grant 90552 A (\$6,635)</p> | <p>Amount TBD</p> <p>Prop H Arts</p> |
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| <ul style="list-style-type: none"> Students in special education classes will integrate with general ed classes for P.E., computer, library, artists-in-residence, science, and core classes as appropriate. Teachers will participate in staff development training that will help them meet the needs of students with an emphasis on special needs students: EL, inclusion, mainstreamed , and | <p>Teachers</p> <p>All certificated staff</p> | <p>Aug – June</p> <p>November.</p> | <p>Extended Hours \$2,500</p> | <p>00000 Unrestricted resources.</p> |
| <p>2.3 Extended learning time/increase educational opportunity</p> <ul style="list-style-type: none"> Extended learning opportunities for Special Education students will be made available through registration/enrollment in SFUSD Summer School Program offerings. Targeted students in the 4th and 5th grades scoring at or below basic in math and performing below benchmarks on report cards and classroom assessments will be provided assistance before school by a paraprofessional with advanced training in higher level math and instruction. After school enrichment classes will be offered through Science Adventures, Academic Chess, Pavarelo Piano, Presidio Dance Theatre, and Mandarin Lang. Class. K.E.E.P. an organization selected by parents via the Site Council will offer after school childcare, with homework assistance. The EXCEL after school enrichment program will be provided for targeted students. | <p>paraprofessional Nghiep Nguyen</p> | | | <p>private pay</p> <p>private pay or no fee</p> <p>Grant Funded amount TBD</p> |

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| <p>2.4 Staff development and professional collaboration</p> <ul style="list-style-type: none"> To ensure that all students, especially EL, EDY, Special Ed and GATE students, have equal access to the core curriculum, all teachers will attend professional development workshops, and plan, share, and evaluate interdisciplinary learning experiences at grade level and whole staff professional development meetings. <p>Planning will include:</p> <ul style="list-style-type: none"> -Assuring equity by using differentiated instructional strategies targeted to the acquisition of content understanding by our under performing EL, EDY and RSP students; -Implementing strategies to challenge GATE students; -Providing training for general education teachers on adapting/ modifying the core curriculum to ensure access by Special Education students who participate in inclusion or mainstreaming programs; -Teachers of Special Education students will participate in District-sponsored workshops and site collaborative meetings to discuss instructional strategies, help students reach their IEP goals, identify appropriate materials to be used, and ensure access to the core curriculum; -Teachers of GATE students will participate in professional development at the site or District level focused on teaching differentiated curriculum and instruction, understanding the social emotional needs of GATE students and other workshops that help them accelerate learning; <ul style="list-style-type: none"> All new and beginning teachers will participate in the Beginning Teachers Program and support activities, receive individualized coaching and attend workshops to address the diverse teaching and learning needs of students. | <p>Teachers, Principal</p> <p>Teachers</p> <p>Principal, SPED Teachers</p> <p>“ “</p> <p>Teachers Gate Coordinator</p> | <p>Oct – May</p> | <p>5202 – Travel & Conference</p> | <p>S.I.</p> <p>GATE Funds</p> |
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| <ul style="list-style-type: none"> Release time will be provided to teachers to observe/cross train in other classrooms within and outside the school. | Substitute Teachers | SEPT. - May | 1102 Sub Days (\$3,000) | Targeted Improv. B G |
| <p>2.5 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> The Student Success Team (SST) will meet weekly to assess students who have been referred by staff as potentially at-risk, look at student program placement, make recommendations for program changes or support, and review student progress against access to the core curriculum. | SST Teams Principal, Teachers | Oct – May Aug | | |

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| <ul style="list-style-type: none"> Kindergarten parent orientation programs and general workshops will focus on our standards-based programs in the core content areas. The Community Relations Specialist will inform parents about available school/community services to assist at-risk students reach grade level proficiency. | Comm. Rel. Specialist | Sept – June | | HEALTH Depart. |
| <p>2.6 Monitoring program implementation and results</p> <ul style="list-style-type: none"> EL student progress in English and primary languages will be monitored by classroom teachers based on LALAR and CELDT data. EL students who meet specified criteria will be reclassified to FEP status. Special Ed. students will be monitored through the IEP process and Attachment “G”s. | Principal Teachers | Nov – Feb Quarterly | | |

GOAL #3 Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional, or programmatic improvements.

Student groups participating in this goal: All students
Performance gains expected for these students: See objectives 1 and 2 below.

Means of evaluating progress toward this goal: Review of teacher lesson plans; observation/sharing of instructional delivery strategies as specifically designed and implemented for particular populations: e.g. structured/re-teach practices on basic skills; SDAIE/ sheltered English techniques; multi-sensory integrated strategies/ activities: differentiated learning strategies such as compacting curriculum, and use of independent learning contracts/ projects.

Group data needed to measure academic gains:

Performance outcomes from RESULTS, Houghton Mifflin, CST/CAT-6, CWST Writing Assessment

Objective #1

By June 2007, 50% of 4th graders will receive a passing score of “5” or above on the CST Writing; 10% of 4th graders that scored at 5 will receive a passing score of 6 or above.

Objective #2

By June 2007, 60% of 2nd through 5th graders will score 80% or above on the quarterly district Harcourt Math assessments following the pacing guide of the district.

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Timeline | Related Expenditures/ Estimated cost | Funding Source |
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| <p>3.1 Alignment of instruction with content standards</p> <ul style="list-style-type: none"> All teachers will expose students to good writing models in order to teach the following writing genres: summaries, narrative and response to literature. To improve students’ writing skills, the faculty will align a writing program to content standards, writing genres, and the writing process. Rubrics, Anchor papers, and continuous practice of writing. School-wide writing assessments will take place 3 times throughout the year. All teachers will follow the district’s pacing guide and assessment plan to assure that the standards-based math curriculum is taught in all grades. (3) | <p>Teachers</p> | <p>Narrative writing by 1st quarter; Summaries 2nd quarter, Response to literature 3rd quarter.</p> <p>October, January, & March</p> <p>Sept - June</p> | <p>4310 – Instructional Materials (\$3390) (\$13,114)</p> <p>4313 – Supplies 73950 (\$3,017)</p> | <p>Title I SWP Targeted Inst. B Grant</p> <p>Sch. Lib. B G</p> |

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| <p>3.2.Improvement of instructional strategies and materials</p> <ul style="list-style-type: none"> All teachers will create literacy/multimedia technology centers in their classrooms, including library and writing/multimedia centers, to support the differentiated instructional needs of the students. CTI teacher will use technology to support the writing of the 3 writing genres (summaries, narrative and response to literature) during computer time. Instruction will demonstrate the use of modifications, adaptations, extensions, and differentiation to meet the diverse learning needs of EL, Special Ed and GATE students. Technology Resources will be used to provide modified instruction. | <p>Teachers</p> <p>Teachers CTI</p> <p>Classroom Teachers</p> | <p>3rd Quarter</p> <p>1st & 3rd Quarters</p> <p>Sept – June</p> | <p>4490 All Other Equipment 00000 (\$ 10,000) 73950 (\$6,031) 73980 ((\$4,896)</p> <p>“ “</p> <p>“ “</p> | <p>Unrestricted Resources Sch & Lib Improv. B G Inst. Lib Mtls, & Ed Tech</p> <p>“ “</p> <p>“ “</p> |
| <p>3.3 Staff development and professional collaboration</p> <ul style="list-style-type: none"> Professional development will be focused on Differentiated instruction, Improving comp. in the content areas and writing strategies for each genre, alignment with grade level standards, and collaboratively scoring student work. At grade level meetings, teachers will review students writing samples and score collaboratively using a rubric. (2) The Literacy Team and/or Leadership will meet to align the writing program to content standards, writing traits and writing process. Teachers will provide on-site professional development to their colleagues. | <p>Teachers, Paras</p> <p>Principal</p> <p>Teachers</p> <p>Teachers</p> | <p>Oct, Dec, Feb</p> <p>Aug, Sept</p> <p>By Nov</p> <p>Sept - March</p> | <p>1105 Cert. Extend. Hrs. (2,500.)</p> | <p>Title I SWP</p> |

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| <p>3.4 Involvement of staff, parents and community</p> <ul style="list-style-type: none"> • Read Aloud Day and the annual Robert Louis Stevenson Birthday Celebration are opportunities for parents and school community members to share their love of reading with students and celebration of student writing. • Curriculum night will focus on student learning in Art, Music, Physical Ed and more. | <p>Classroom Teachers Literacy Team</p> <p>Teachers, Literacy Team</p> | <p>Nov</p> <p>March</p> | | |
| <p>3.5 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • As detailed in section 1.7 above, a student assessment portfolio will be maintained for each student. The contents will include RESULTS and Houghton Mifflin reading assessments, and scored writing samples. The purpose of the portfolio is to share assessment data with the student, parents, and staff as needed on an ongoing basis. • Student writing with score using rubric will be displayed in classrooms as models. • Grade level teams will review students' writing samples 3 times per year during grade level team meetings • Teachers will follow the district's pacing and assessment plan for math instruction. | <p>Classroom Teachers Literacy Team</p> <p>Teachers</p> <p>Teachers</p> <p>Principal, teachers</p> | <p>Sept – June</p> <p>Sept – June</p> <p>Oct, Jan, March</p> <p>Sept - June</p> | | |

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

Objective #1:

By January 2008, students will demonstrate ability to make safe and healthy choices/decisions and respond appropriately to emergency situations. Students will be well informed regarding safety and emergency procedures.

Objective #2:

By January, 2008, the school community, including staff and parents, will have a unified approach toward crisis response situations.

Objective # 3:

By June, 2008, the number of suspensions will kept to a minimum. We have had zero suspensions over the past 3 years.

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Timeline | Related Expenditures/ Estimated cost | Funding Source |
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| <p>4.1 Procedure/activity to improve climate/safety:</p> <ul style="list-style-type: none"> Under the direction of the School Principal and Emergency Response Team (ERT), all students and staff will participate in regular simulated drills and evacuations in preparation for emergencies. Special education staff will practice safe evacuation and other emergency procedures for students with disabilities. The Crisis Response Team will respond to school community crises using the procedures and resources in the new Crisis Response binders. (1) The Emergency Supplies Coordinator will ensure that the school has sufficient emergency supplies for use during an emergency. | <p>ERTeam Principal</p> <p>Inclusion Teacher Principal CRTeam Principal</p> <p>Principal Supplies Coordinator</p> | <p>Sped – Sept, Earthquake – Qtrly Fire – Monthly</p> <p>Sept – June</p> | <p>4313</p> | <p>00000 Unrestricted Resources</p> |

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| <ul style="list-style-type: none"> To continue promoting meaningful opportunities for student engagement in service learning opportunities, students will participate in service organizations such as the Safety Patrol, Clean Team and Reading Buddies, and will participate in conservation and recycling/composting projects, peer tutoring programs and other age-appropriate service opportunities. Monthly All-Star Assemblies will continue honoring student citizenship and achievement. Parents of honorees will be invited to attend and will also be recognized. In addition, parents and staff members will be recognized for their service activities in support of the school community. In conjunction with the SFUSD Health Services Office, the health advocate and school leadership team will provide student education in the form of campaigns, activities and promotions on drug and tobacco avoidance, anti-violence, anti-defamation, tolerance and conflict resolution. Twenty hours of health education with six hours addressing tobacco and drug prevention will be delivered by K-5 classroom teachers based on the District Health Curriculum. In addition to direct instruction, students will also receive alternative forms of instruction on prevention through character education, dramatizations, and presentations at student assemblies. On a school-wide basis, students will participate in a variety of special activities/events to help promote awareness of healthy choices, personal safety and violence prevention (Red Ribbon, National AIDS Day, Jump for Heart). | <p>Teachers Students</p> <p>All Star Coordinator</p> <p>Health Advocate Classroom teachers</p> <p>Health Advocate Teachers students</p> | <p>Monthly</p> <p>Sept – June</p> <p>Sept.-June</p> | <p>Supplies 4313</p> | <p>00000 Unrestricted Resources</p> |
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| <p>4.2 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • Pre-service day will focus on staff team building and participatory, collaborative staff engagement. • The health advocate will disseminate health education information and instructional materials to staff at monthly faculty meetings, including lessons on healthy choices, violence prevention and student safety. The health advocate will facilitate school-wide special projects. • Crisis Response Team will provide resources and simulations at faculty meetings. | <p>Principal Leadership Team</p> <p>Health Education Team, Health Advocate</p> <p>CRT</p> | <p>August</p> <p>Monthly faculty mtgs</p> <p>Oct. and Feb.</p> | | |
| <p>4.3 Engagement of staff, parents, community:</p> <ul style="list-style-type: none"> • Through the weekly “Dolphin Folder” and distribution of the Student Handbook (in primary languages), the school will continue disseminating information regarding discipline policy/complaint procedures; emergency procedures and plans; the Tobacco Free and Drug Free policy; the parent involvement policy; and provide parent information relating to parenting skills, communication skills and support services for students/parents. • By September 2007, parents and school community members will attend a community meeting to discuss the school’s emergency plan and how it works, and emergency actions the school may take such as with regard to student release. Parents with special skills, particularly those within walking distance of the campus, will be recruited as emergency volunteer workers. • Students and staff will work on school-wide recycling and composting projects, with assistance provided by the SF Department of Conservation. | <p>Principal, Comm. Relations Specialist, Clerk</p> <p>Parents, Principal ERT</p> <p>Teachers Principal students</p> | <p>Sept.-June</p> <p>Sept.</p> <p>Sept.-June</p> | | |

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| <p>4.4 Auxiliary services for students and parents</p> <ul style="list-style-type: none"> • Students evidencing health/wellness concerns will be referred to the SST, and as needed, to the SFUSD Health Programs (Nurse of the Day). • The Crisis Response Team will meet quarterly to review school climate issues to bring to monthly faculty meetings. • Students and their families may be referred to Sunset Community Health Services, Chinatown Community Center or other community-based centers for counseling services. • Special Education Team meets monthly to review individual cases for suggestions to improve behavior plans, communication with the family, and to expand resources for students. | <p>Teachers</p> <p>Principal CRT</p> <p>Principal Teachers</p> <p>Special Education Team</p> | <p>Sept.-June</p> <p>Sept., Dec. March, June</p> <p>Sept.-June</p> <p>Monthly meetings</p> | | |
| <p>4.5 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • The Emergency Response Team will continue monitoring school climate/safety measures. Progress will be evaluated based on a review each semester of school incidents/student injury logs, attendance data, fire marshal recommendations, emergency supplies, safety logs/drills, school suspension log and stakeholder surveys. • Classroom teachers will monitor students engaged in conflict resolution in order to support them, provide feedback, and offer strategies to continue their skill development. • Parent Survey provides instrument for feedback on school climate. • SART Team will meet as needed to conference with parents of students who have the prescribed number of tardies and absences that warrant a meeting to discuss strategies to improve attendance and arrival. • Special ed team and faculty will discuss alternative consequences to suspension to reduce the number per year. | <p>ERTeam Principal Resource Specialist</p> <p>Teachers</p> <p>Principal, School Site Council</p> <p>SART Team</p> <p>SPED Team Principal, SST team</p> | <p>Oct., Jan., April</p> <p>Sept.-June</p> <p>March</p> <p>Nov., March As needed</p> <p>Aug., Sept.</p> | | |

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

Objective #1

- By June, 2007, sign-in rosters will indicate a 10% increase in parent/family participation in school events and activities as measured/compared to 2005-2006 data. (We need to adjust for declining enrollment.)

Objective #2

- By June 2007, 20% of the parents of Special Ed. students will indicate that they are more informed/engaged in school activities than in the previous year.

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Timeline | Related Expenditures/ Estimated cost | Funding Source |
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| <p>5.1 Active parent involvement in decision making process</p> <ul style="list-style-type: none"> • Parents, the school principal, teachers and community stakeholders will participate in the school's decision-making body, the School Site Council (SSC), to develop the site plan and approve budget expenditures. The SSC will monitor the implementation of the site plan and review some student data in the Fall and Spring to determine the effectiveness of the site plan. • The English Learners Advisory Committee (ELAC) will have budget authority over funds for EL students, and will monitor and coordinate EL parent involvement activities and programs. | <p>SSC SSC Chairperson,</p> <p>ELAC, ELAC Chairperson</p> | <p>Oct, Dec, Jan, Feb, Mar, May</p> <p>See above</p> | | |

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| <ul style="list-style-type: none"> Jointly plan community activities with the PTA, targeting different groups of parents for specific events to broaden and improve the equalization of volunteerism. (3) | Principal PTA | Sept | | |
| <p>5.2 Ongoing communication with parents</p> <ul style="list-style-type: none"> Parents/families will receive the weekly Dolphin Folder that is sent home with each student and contains: a school newsletter (monthly); information about student programs/activities and parent/community meetings; announcements of upcoming events; letters from the school principal; and PTA information. Information is provided in English and Cantonese. Through distribution of the SFUSD Student-Parent Handbook and various site-created school-home informational packets/fliers, parents will be notified of the District/RL Stevenson parent involvement policy and opportunities for parent involvement including parent-teacher conferencing, parent education workshops, PTA meetings, special parent/family activities, and volunteer-support opportunities/assistance. Parent Survey/Needs Assessments will be conducted to determine topics for parent education workshops and programs. Parent Survey will also include recruitment component to obtain parent volunteers to assist in classrooms, the library and the school office. Notices/announcements of scheduled SSC/ELAC/SAC and Community meetings will be posted and communicated to school families to support broad parent/community participation. At Back-To-School Night in September, parents/families will receive information on student programs/services, grade level standards, and the school's expectations with regard to student academic performance, safety, and social conduct. Teachers will provide quarterly student progress reports to parents. At least 2 parent-teacher conferences will be held during the year. | <p>Teachers</p> <p>Office</p> <p>PTA Principal</p> <p>Principal</p> <p>Principal</p> <p>Teachers</p> | <p>every Wed</p> <p>Sept</p> <p>Sept</p> <p>As needed</p> <p>Sept</p> <p>Quarterly</p> | | |

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| <ul style="list-style-type: none"> • Student progress towards achievement of IEP goals and objectives will be reported to parents at the same intervals as students in general education. This will be accomplished by utilizing Attachment “G” of the IEP. • To promote increased accountability, parents will receive student performance reports on the California Standards Test and the California Achievement Test, along with other state and district assessments. Review of these and other student performance assessment results will be discussed with parents at parent-teacher conferences, SST and IEP meetings. | <p>SPED Teachers</p> <p>Dept. of Assessment & Accountability, Principal, Teachers</p> | <p>Quarterly</p> <p>Quarterly</p> <p>Sept.-June</p> | | |
| <p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <ul style="list-style-type: none"> • With the support of the ELAC, the PTA, and the special education staff, the school will vigorously promote parent/family events, encouraging a broad base of parent participation at Kindergarten Orientation, Curriculum Nights, Back-To-School Night, Open Houses, Potluck Dinner, Community and SSC/ELAC/SAC meetings. • Workshops will be offered to the parents of EL, EDY, Special Education, and GATE students on how they can nurture and guide their children’s learning, find help and support, set educational goals, find appropriate placements and assist their children in developing skills that promote life-long learning. • School tours will be provided by the Cantonese-speaking Community Liaison, principal, parents • All school newsletters and written communications will be translated into Cantonese. • Translators will be available to assist parents who attend school meetings and functions. • Parents will be provided with at-home learning activities to support student learning at home. A parent response/feedback component will be included in select homework assignments/projects. | <p>Principal SPED teachers</p> <p>Principal PTA</p> <p>Principal Parents Com Liaison.</p> <p>Com. Liaison.</p> <p>PTA</p> <p>Principal Comm. Liaison Parents\ Comm. Liaison</p> | <p>September m- June</p> <p>October</p> <p>Oct.-Feb.</p> <p>Sept. - June</p> <p>Bi-weekly</p> <p>As needed</p> | | |

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| <p>5.4 Providing education opportunities for parents</p> <ul style="list-style-type: none"> The PTA will host parent workshops to educate parents on ways to enrich and support their children’s education. Back-To-School Night, Curriculum and other school-sponsored events provide opportunities for parents to gain information on our school’s programs/services or to participate in games/activities that support student learning Curriculum Night | <p>PTA Principal</p> <p>Principal, Teachers</p> | <p>Monthly (6 times per year)</p> <p>Sept., April, Monthly PTA mtgs</p> | <p>At least 1% of \$49,000 (\$490)</p> | <p>Title I</p> |
| <p>5.5 Involvement of community partners</p> <ul style="list-style-type: none"> Community Relations Specialist is the community outreach person linking parents to community agencies that provide assistance and support services in such areas as education, health and childcare. Sunset Community Mental Health Services and Chinatown Community Services offer individual and family counseling services. The PTA promotes special student/parent programs and activities, and engages in school fund-raising activities. 34 Lincoln High School students volunteer weekly in the classrooms. Curriculum partnerships include: UCSF, Chabot Observatory, New Conservatory, Science Adventures, Young Audiences- all enhance the core curriculum with co and extra curricular programs during and after the school day. Boy Scouts from Lincoln High will contribute to school beautification and landscaping projects. | <p>Comm. Liaison SPED Team Principal</p> <p>SPED Team Principal</p> <p>PTA</p> <p>Principal Lincoln coordinator</p> <p>Teachers Principal PTA</p> <p>Principal</p> | <p>On-going</p> <p>As needed</p> <p>Fall & Spring</p> <p>1 time weekly Sept – June</p> <p>On-going</p> <p>Sept.-June</p> | | |

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| <p>5.6 Monitoring program implementation and results</p> <ul style="list-style-type: none"> The SSC will review parent surveys regarding school services and level of satisfaction. SSC will update/modify the site action plan in response to parent needs. Three community meetings will be held to get in put and feed back from parents and community members. The principal will report on the school's budget and Academic Plan for the following year. | <p>SSC</p> <p>Principal</p> | <p>Feb, Mar</p> <p>Feb, Mar</p> | | |

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

| Names of Members | Member's Signature | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student | Date Elected |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------------|-------------------|--------------|
| V. Kanani Choy | | X | | | | | |
| Kelly Wright | | | X | | | | |
| Jane Huey | | | X | | | | |
| Jamie Sutton | | | X | | | | |
| Jennifer Swenson | | | | | X | | |
| Patricia Wan | | | | | X | | |
| Stephanie Choy | | | | | X | | |
| Derrick Zhang | | | | | X | | |
| Jennifer Yu | | | | | X | | |
| Beverly Wong | | | | X | | | |
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| Numbers of members of each category | | 1 | 3 | 1 | 5 | | |

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.*

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: 2/6/07
 - B. One meeting to present plan upon its completion.
DATE: 3/13/07
7. This school plan was adopted by the school site council on: _____.

Attested:

Dr. V. Kanani Choy

| | | |
|--------------------------------|-------------------------------|-------|
| _____ | _____ | _____ |
| Typed name of school principal | Signature of school principal | Date |
| Mrs. Jennifer Yu | | |
| _____ | _____ | _____ |
| Typed name of SSC chairperson | Signature of SSC chairperson | Date |