

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Rosa Parks Elementary
School

38-68478-6041503
CDS Code

April 13, 2007
Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>ELA</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math Intervention</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	ELA	3	2	1	0	ELA	3	2	1	0	Math	3	2	1	0	Math Intervention	3	2	1	0
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Math Intervention	3	2	1	0																	
<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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>ELA Intervention</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math:</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math: Intervention</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	ELA	3	2	1	0	ELA Intervention	3	2	1	0	Math:	3	2	1	0	Math: Intervention	3	2	1	0
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<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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0										
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<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 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>Math</td> <td>3</td> <td>2</td> <td>1</td> <td>0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0										
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<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:

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:

10% of AA students scoring at the below basic level on the 2005-06 CST in ELA and Math will move to basic. In addition, 5% of AA students and 10% of EL students scoring at the basic level on the 2005-06 CST in ELA and Math will move to proficient.

The high leverage activities that are being implemented in order to achieve these objectives are:

- Fourth/Fifth Grade Reduction teacher ensures maximum class size of 25 students in our Upper grade classrooms. Purpose for this is to maximize learning opportunities of our 4th & 5th grade identified focal students.
- Reading First Coach provides teachers with support needed to deliver well-developed instructional practices and provides professional development designed to foster knowledge of the following instructional strategies: Universal Access, Direct Instruction, Think-Pair-Share. These practices not only emphasize strengthening the delivery of instruction but also concentrate on developing effective ways to engage students in learning. There is an emphasis placed on how identified (focal) students learn.

- Instructional Reform Facilitator assists in designing and implementing strategies for teaching identified students, providing professional development for teachers, and coaches teachers improve teaching.
- Weekly grade level meetings (common planning time) for the purpose of reviewing student progress, student work, SCOE and Math assessment data following the administration of each Houghton Mifflin Theme and each District Math Assessment. At these weekly grade level meetings, the Cycle of Inquiry is implemented as we use data analysis in order to identify effective instructional strategies that reach our underperforming, identified focal students.
- All teachers follow the District pacing guides for both Math (Harcourt) and Language Arts (Houghton Mifflin). Teachers administer the District Math Assessments.
- Jump Prep After School Learning Program implements Houghton Mifflin curriculum and assessments and offers extended learning opportunities to identified, eligible students.
- ABC Educate Me (Supplemental Education Services) offers additional tutoring for Targeted students based on their current levels. Computer-based program emphasized literacy.

Challenges/Barriers:

- Continuing problems with improving Student Attendance. Majority of our targeted focal students are chronically tardy and therefore miss essential core instruction.
- Both the SART and the CST Teams have designated the tardy students a priority and Student Success Teams (SST) based on Attendance are scheduled.

Resources;

- Unrestricted Resources (WSF) are utilized for 4th/5th grade teacher, 1 secretary, and 1 principal.
- STAR (State & Federal) initiative provides Instructional Reform Facilitator person.
- Office of Teaching & Learning provides .5 Reading First Coach position
- DCYF funds the Jump Prep After School Learning Program
- Supplemental Education Services (SES) provided through State & Federal funds.

Current-Year Objective 2:

To have all K-5 teachers fully participate in the Reading First Initiative including the administering and analysis of benchmark assessments.

The high leverage activities that are being implemented in order to achieve these objectives are:

- Monthly professional development provided based on the following instructional strategies: effective use of UA, Direct Instruction, Focused Approach, and effective Writing Strategies.
 - Weekly grade level meetings designed to review student work and to design lesson plans for targeted students, facilitated by Leadership Team grade level representatives for Gr. K-5.
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- Reading First Coach along with Instructional Reform Facilitator, as part of Executive Leadership Team, collaborate with the Principal in order to plan professional development based on effective instructional strategies and to strategize action items and plans to be discussed at weekly grade level meetings.
 - After School Tutorial and After School Learning Program for targeted students.

Resources:

- Unrestricted Resources (WSF) are utilized for 4th/5th grade teacher, 1 secretary, and 1 principal.
- STAR (State & Federal) initiative provides Instructional Reform Facilitator person.
- Office of Teaching & Learning provides Reading First Coach position
- DCYF funds the Jump Prep After School Learning Program
- Supplemental Education Services (SES) provided through State & Federal funds.

Challenges and Barriers:

As part of the school merger which occurred in the Fall 2006, our school data (i.e. CST) remains separate therefore we currently do not have merged student data. Our SCOE benchmark assessment data is the most current data.

Current-Year Objective 3:

To decrease by 10% the number of behavioral referrals, the staff will develop a schoolwide discipline plan (including curriculum, PD, behavior coach, partnership with Community-Based Organization) designed to help students develop social skills and resiliency, with an emphasis on positive behavior reinforcement, effective classroom management, and schoolwide student behavior norms and expectations.

The high leverage activities that are being implemented in order to achieve these objectives are:

- The SB65 Outreach Consultant works with families to improve attendance and tardiness.
- The Elementary Advisors provide push-in services in classrooms for students with behavior challenges. The Elementary Advisors monitor the student referral process.
- Weekly Coordinated Services (CST) Team meetings are held to track progress and create Action plans for individual students.
- Parent Education workshops focused on developing ways for parents to help students.

Challenges and Barriers:

We have just recently linked with the Edgewood Agency to create a partnership and to bring a Behavior Coach to the site and to provide professional development for the staff. We have not been able to effectively link families with the appropriate services within the Western Addition.

Resources:

- SB65 Attendance Grant provides funding for the Outreach Consultant (ORC) position, as well as provides additional funds for the following items: attendance incentives, behavior coach, conferences. (SB65 + WSF Unrestricted Resources)
- Consent Decree funds utilized to add hours for both the Outreach Consultant and Elementary Advisors. WSF funds also provide partial funding for 1 Elementary Advisor.
- WSF funds used to fund supplies for STAR Student Assemblies, Student of the Week
- WSF funds used to fund supplies for Parent Education Workshops.

Priorities for 2007-2008

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

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

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

Rosa Parks did not meet the AYP (Annual Yearly Progress) on the CST (California Standards Test) for African American students in English Language Arts and Math. On the January 2006 CA Summative Test (Houghton Mifflin language arts assessment), 45% of all students scored proficient but only 34% of ELL students scored proficient. There is a difference of 11% in student achievement. Rosa Parks' 4th grade students scored below the district average on the 2006 California Writing Test. Analysis of the 2006 CST data indicates that Rosa Parks did not increase the number of students scoring at the Basic or Advanced levels in English Language Arts (ELA) on the CST. Furthermore, ELL students did not achieve the Annual Measurable Achievement Objective (AMAO) #1 growth target of 52%. This number refers to the Intermediate students tested and the gains expected in moving them from the Early Advanced levels or higher on the Fall 2005 CELDT (California English Language Development Test) exam.

Currently, there are no patterns or trends that have been observed over multiple years as we are a newly merged school and our school data remains separate.

The additional school data (SCOE data) that was analyzed reveals that there remains a gap in achievement for both African American and EL students school-wide and across both programs.

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:

At Rosa Parks Elementary, the percent of AAs at or above proficient, as measured by the 2007 ELA CST, will increase from 12.1% or 7 students to 35.2% or 24 students total in 2007-2008. In order to close the achievement gap for AA students and for EL students to reach the AMAO target, AA students will demonstrate a minimum 23.1% improvement on the CST in language arts and EL students will demonstrate a minimum of 10% improvement on the CST in language arts.

Objective 2:

At Rosa Parks Elementary, the percent of AAs at or above proficient, as measured by the 2007 Mathematics CST, will increase from 17.5% or 13 students to 37% or 15 more students total in 2007-2008. In order to close the achievement gap for AA and for EL students to reach AMAO target, AA students will demonstrate a minimum 19.5% improvement on the CST in Mathematics and EL students will demonstrate a minimum of 10% improvement on the CST in Mathematics.

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:

At weekly grade level meetings, Reading First Release meetings, and Math Data Analysis meetings, teachers will analyze data with Reading Support Teacher and Reading First Coach and Math Support Teacher and Math Coach to create individual learning plans for targeted focal students using Cycle of Inquiry process.

Key Strategy 2:

Paraprofessionals will provide instructional support to identified students under the direction of the classroom teacher. The paraprofessionals will work with students who have an understanding of the concept being taught during the time the teacher works with students who need more support.

Goal 2: Academic Equity

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

Data Conclusions for Goal 2

Questions to cover:

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

Key Findings:

***Please note merged data is not available for Rosa Parks & Rosa Parks JBBP since merger.**

- The percent of ELLs scoring at or above proficient will increase from 20.8% to 30.8% scoring proficient in 2007 and to 40.8% in 2008.
- Rosa Parks ELL students who have attended for 3-5 years currently redesignate at rates below expectations. Of the 33 students who have attended for 3-5 years, 39.4% (13 students) met Annual English Proficiency Target of 31.4 %
- AMAOs are not being met. **AMAO Objective #1** annual growth target remains at 52%. Annual English Proficiency Target for all Rosa Parks ELL students is 31.4% (**AMAO Objective #2**).
- Out of 54 ELL students tested in Fall 2005, only 50% (27 students) met target.
- According to data collected from the January 2006 California Summative Test (Houghton Mifflin Language Arts Assessment) administered to students in the JBBP program in 2005-2006, 45% of All students scored good but only 34% of ELLs scored good. This 11% difference illustrates an achievement gap.

Currently, African American students are underrepresented within the GATE Program.

CELDT Data indicates that ELL students are not making annual growth targets consistently.

Our goal is that all AMAOs will be met and that our ELL students will redesignate as expected to meet annual English Proficiency targets.

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:

At Rosa Parks Elementary, ten Intermediate through Advanced EL students, as measured by the Fall 2007 CELDT exam, will meet their AMAO growth targets for the next two years. In order to improve ELL achievement, the percent of ELLs scoring at or above proficient will increase from 20.8% or 14 students to 35.2% or 24 students total scoring proficient on the 2007-2008 CST.

Objective 2:

Of the students currently enrolled in the Rosa Parks/JBBP Program, 20% more students will score at good or excellent on the Japanese assessment administered twice per year. Our goal is to have 80% of the students scoring at the good or excellent levels by 2007-2008.

Objective 3: Special Education Students both in the Speech and Language Special Day Classes and the RSP students will make a 5% gain in their scores from April 2007 to April 2008.

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: All teachers will be provided with professional development in the implementation of the RIGBY ELD curriculum for a minimum of 30 minutes per day. In addition, professional development in the usage of SDAIE and frontloading strategies will be adopted in order to ensure their effective use across the curriculum.

Key Strategy 2: The Japanese Bilingual Sensei will provide support for Japanese Language Instruction daily at a minimum of 45 minutes to 1 hour.

Key Strategy 3: The teachers in the RSP and SDC classes will participate and implement strategies learned in professional development both on site and district provided. This will be monitored by the site administrator during informal walkthroughs and in formal evaluations.

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:

According to 2005 assessment data, of the 74 AA students tested in Grades 2-5, 12.1% or 7 students scored proficient in ELA. In Mathematics, 17.5% or 13 students scored proficient. The percent of AAs at or above proficient as measured by the 2007 ELA AYP will increase to 22.1% in 2007-2008 and to 32.1% in 2008-2009. The percent of AAs scoring at or above proficient as measured by the 2007 Mathematics AYP will increase from 17.5% to 27.5% in 2007-2008 and to 37.5% in 2008-2009. The school-wide data indicates that in the area of ELA, the majority of the students score within the Basic (34%) and Below Basic (21%) levels. The examination at each grade level, though, reveals that approximately 37% of 2nd graders, 33% of 3rd graders, 36% of 4th graders, and 14% of 5th graders scored at Proficient or Advanced in ELA. In Mathematics, the majority of the students score within the Basic (24%) and Below Basic (24%) levels. The examination at each grade level, though, reveals that approximately 33% of 2nd graders, 42% of 3rd graders, 43% of 4th graders, and 21% of 5th graders scored at Proficient or Advanced in Mathematics. One our priorities for 2007-2008 is increase the overall number of students moving to meet proficiency targets, as well as ensure that our EL students are making the progress necessary to meet the AMAO targets.

Rosa Parks ES made gains (41 points on API) and met the API target in the Spring 2006. The majority of students and students within numerically significant subgroups (specifically AA, EDY, and ELL) continue to score below proficient for California standards in both ELA and Mathematics. Analysis of the data shows an inconsistent, up-and-down trend in student achievement over the past years. The API score of Rosa Parks in 2006 is 681, a 41-point gain from 2005. Since 2004, Rosa Parks ES continues not to meet the AYP Federal Accountability requirements of No Child Left Behind (NCLB) legislation. Rosa Parks ES did not meet the AYP criteria of Percent Proficient of students in Mathematics. Of 145 students tested in 2005, only 29.6% of Rosa Parks students performed At or Above Proficient. Students who are struggling in ELA tested in the Basic (34%), Below-Basic (30%), and Far-Below Basic (15%) categories. Students requiring intensive intervention are at the Below-Basic and Far-Below Basic levels. At Rosa Parks ES, there is an urgent need to accelerate learning opportunities for all students in both Mathematics and ELA, and to strengthen instruction in the core curriculum and in English Language Development (ELD).

At Rosa Parks ES, all subgroups and school-wide targets must meet or exceed 34% Proficient by Spring 2008; 45% by Spring 2009, and 56% by Spring 2010 in ELA, as set forth by the Federal Accountability AYP requirements of NCLB. The Houghton Mifflin (HM) benchmark and Harcourt Brace Math assessment data is reviewed by staff at grade-level and at Reading First meetings. The ELD content specialist, as provided by the LEA, will facilitate a data discussion about ELL progress on the CELDT exam and the effectual use of the LALAR (Literacy and Language Assessment Rubric) at least two times a year. At present, grade level teachers use HM assessments, administered every six weeks in accordance with the curriculum pacing guides, to evaluate student progress.

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:

At Rosa Parks Elementary, in order to improve overall proficiency in ELA, our goal is to have all K-5 teachers, including SPED teachers, fully participate in the Reading First Initiative with fidelity and coherence in the 2007-2008 school year. Furthermore, all teachers will continue the administration and analysis of SCOE benchmark assessments in order to inform instruction. The site administrator will monitor this during informal walkthroughs as well as using a structured grade level plan to be turned in at the end of each grade level meeting pertaining to reading as well as information gathered during the Cycle of Inquiry.

Objective 2:

At Rosa Parks Elementary, to improve overall proficiency in Mathematics, our goal is to implement the Mathematics pacing guide and the Math curriculum with coherence. In addition, teachers will continue the administration and analysis of benchmark assessments. The site administrator will monitor this during informal walkthroughs as well as using a structured grade level plan to be turned in at the end of each grade level meeting pertaining to mathematics

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:

The Reading Support Teacher and Reading First Coach, in collaboration with the IRF, will provide all staff with professional development focused on the following instructional strategies: differentiated instruction, Direct Instruction, oral and academic language development, Universal Access, as well as how to use data to inform instruction. The Principal will monitor information given after each Cycle of Inquiry that used a chosen strategy in order to find strategies that are effective and build upon successful strategies.

Key Strategy 2:

A Math Content Specialist, provided by the District, in collaboration with the Math Support Teacher and Math Coach will provide monthly professional development in the implementation of appropriate instructional strategies in Mathematics. In addition, they will coach teachers in how to use the benchmark assessment data in order to create action plans for students and to improve instruction for students scoring in clusters 1 and 2 on the Mathematics CST. The Principal will monitor information given after each Cycle of Inquiry that used a chosen strategy in order to find strategies that are effective and build upon successful strategies.

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:

The parents were surveyed to gather input in identifying school-wide barriers to academic achievement. Parents identified the following barriers: lack of parental involvement and participation in the school, lack of parent volunteers, teacher aides and paraprofessionals, school-wide and classroom discipline procedures which impact learning, staff turnover, and the need for more resources for the most underserved students (counseling, community-based services, etc.)

The Rosa Parks Faculty, the SSC, Rosa Parks Parent Club, and the PTCC commonly agreed and discussed at length at various meetings that there is a need to address school-wide discipline and the need for counseling at our school. Current discipline referral data confirms this.

The attendance data reveals that Rosa Parks Elementary School has an attendance rate well below the District average.

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:

In order to improve schoolwide discipline and our school climate, all staff will create and consistently implement a schoolwide discipline plan in partnership with community-based organizations throughout the 2007-2008 school year.

Objective 2:

By December 2007, student attendance will be at 97%, with AA and EDY student attendance at least 95%. This rate will be sustained or improved by 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:

Contract with community based organization such as Edgewood and/or Omega Boys Club to provide direct services to students and professional development for staff. To provide effective social-emotional intervention and support for identified students, a full-time counselor will be hired.

Key Strategy 2:

The SB65 Outreach Consultant will work with families to improve attendance and tardiness. Through SSTs, Parent Conferences, as well as by implementing schoolwide attendance initiatives, the Outreach Consultant and Parent Liaison will address attendance, tardies, and truancies.

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:

Through family surveys, the data reveals that overall parent participation needs to increase. Attendance at family education sessions remains low.

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 Spring 2008, Rosa Parks Elementary will increase family participation at school events, with a target of 90% participation at least one schoolwide event, as measured by sign-in sheets.

Objective 2:

By Spring 2008, in order to coordinate family programs and schoolwide events, both the Rosa Parks Parent Club and the PTCC will collaborate and integrate to create a schoolwide parent teacher organization.

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:

By Fall 2007, a Master Calendar of schoolwide events will be sent to parents. Teachers will encourage parent participation both verbally and through the use of a standardized classroom newsletter.

Key Strategy 2:

Beginning in Fall 2007, the existing parent clubs and organizations of Rosa Parks Elementary School will coordinate and collaborate to create a Rosa Parks Handbook which includes a family involvement policy that they will co-create. The creation of a school-wide parent teacher organization, incorporating members of both existing parent clubs/organizations, will be a focus in order to build community at our school.

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	Funding Source	District Support(s) Needed
<p>Key Strategy 1: At weekly grade level meetings, Reading First release meetings, and Math Data Analysis meetings, teachers will analyze data to create individual learning plans for targeted focal students using Cycle of Inquiry Process.</p> <ul style="list-style-type: none"> ▪ Substitutes for release day to analyze data and create individual learning plans for focal students ▪ 4/5 Reduction Teacher to reduce class size ▪ Reading Support Teacher and Reading First Coach and IRF will provide professional development for staff to create individualized learning plans for focal students ▪ Math Support Teacher and Math Coach will collaborate with Math Content Specialist to provide professional development for staff to create individualized learning plans for focal 	August - June			
	Monthly	\$7,400.00	TIIG,EIA-LEP	
	Ongoing	\$7,702.00	\$38,851 Title 1 \$38,851 TIIG	
	Monthly	38,851.00		IRF and Reading Coach provided by district.

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.

<p>students.</p> <ul style="list-style-type: none"> ▪ Math Support Teacher will provide instructional support to identified students in small groups. <ul style="list-style-type: none"> ▪ Reading Support Teacher will provide instructional support to identified students in small groups. ▪ Grade level meetings held on a weekly basis after-school to plan and create engaging lessons for focal students 	<p>Weekly</p> <p>Weekly</p> <p>Weekly</p>	<p>38,851.00</p> <p>38,851.00</p> <p>\$7078.00</p>	<p>.5 HPSG/.5 TIIG</p> <p>.5 TIIG .5 provided by Reading First</p> <p>TIIG, EIA-LEP Discretionary Block Grant</p>	
<p>Key Strategy 2: Paraprofessional will provide instructional support to identified students.</p> <ul style="list-style-type: none"> ▪ Push-in and support to classroom teachers <ul style="list-style-type: none"> ▪ .6 Paraprofessional position to provide support to Students in 4th/5th Grade split class ▪ Provides instructional support in math and reading through computer based programs 	<p>Daily</p>	<p>\$44,138.00 26,482.00</p> <p>\$22,069.00 2206.00</p>	<p>TIIG, SIP</p> <p>01 Title I .54 SLIG</p> <p>SIP</p> <p>.</p>	

Monitoring and Assessment for Goal 1

Monitoring and Assessment for Goal 1

Questions to cover:

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

.5 Math Support Teacher and Math Content Specialist (District-provided) will assist teachers with analyzing data at Math Data Analysis meetings. Reading First Coach and IRF will assist teachers with analyzing data at grade level meetings, Reading First Release Days, and through providing professional development to staff. SCOE Benchmark Data and Math Benchmark Assessment Data will be monitored throughout the year, in

alignment with pacing guides and assessment schedules. The data that will be collected includes CST, SCOE, CELDT, Math Benchmark data. This data will be analyzed in order to improve instructional delivery and in the identification of effective instructional strategies.

Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: All teachers will be provided with professional development in the implementation of the RIGBY ELD curriculum for a minimum of 30 minutes per day. In addition, professional development in the usage of SDAIE and frontloading strategies will be adopted in order to endure their effective use across the curriculum.</p> <ul style="list-style-type: none"> ▪ All teachers will fully implement On Our Way To English, the SFUSD’s core curriculum for EL students 30 minutes per day and purchase any materials appropriate for implementation for a coherent EL program ▪ At grade level meetings, teachers will develop lessons that provide additional support for targeted students in EL strategies ▪ During monthly staff PD and grade cluster meetings, teachers will continue aligning writing instruction to the CA state standards, articulating instruction Kindergarten through 5th grade and begin to translate writing standards and rubrics into student-friendly language. ▪ After school EL support for ELL and newcomer students 	<p>August – June</p> <p>August – June</p> <p>August – June</p> <p>October-May</p>	<p>\$3340.00</p> <p>\$6000</p>	<p>LEP</p> <p>EIA LEP</p>	<p>Multi Lingual Programs</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>Key Strategy 2:</p> <p>The Japanese Bilingual Sensei will provide support for Japanese Language Instruction daily at a minimum of 45 minutes to 1 hour.</p> <ul style="list-style-type: none"> ▪ Sensei will provide support Japanese language and enrichment ▪ RP/JBBP staff will create a coherent Japanese language support system in each classroom 		\$125,000.00	SPECIALTY FUNDING (SENSEI) as per District	SPECIALTY FUNDING (SENSEI) allocation
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<p>Key Strategy 3:</p> <p>The teachers in the RSP and SDC classes will participate and implement strategies learned in professional development both on site and district provided. This will be monitored by the site administrator during informal walkthroughs and in formal evaluations.</p> <ul style="list-style-type: none"> ▪ Materials will be purchased in order for all Sp Ed staff to implement a full enriched program for their students 		\$1983	WSF SpEd.	
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Monitoring and Assessment for Goal 2

Questions to cover:

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

Student achievement will be monitored using informal assessments, reviewing the six week SCOE benchmark and Math Benchmark assessment data, aside from tracking EL student achievement by reviewing CELDT scores and LALARs of each EL student. During grade level and faculty meetings, identified students' data will be reviewed in order to create action plans to improve teaching and student learning.

We will evaluate the progress of our EL students' growth in proficiency on on-going basis by constantly referring to LALAR.

Data collected to measure progress will be SCOE, Math Assessments, CELDT, CST, and student work.

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	Funding Source	District Support(s) Needed
<p>Key Strategy 1: The Reading Support Teacher and Reading First Coach, in collaboration with the IRF, will provide all staff with professional development focused on the following instructional strategies: differentiated instruction, Direct instruction, Universal Access, the Writing process, as well as how to use data to inform instruction.</p> <ul style="list-style-type: none"> ▪ All teachers will use new materials and differentiated instruction during universal access time in language arts and mathematics ▪ All teachers will use Bloom’s Taxonomy to develop higher level questions during language arts ▪ All teachers will use think-pair-share as an instructional strategy to improve student access to the core curriculum ▪ All teachers will use graphic organizers as a tool to scaffold learning ▪ Grade level meetings will be used to monitor the implementation of the pacing guides ▪ Faculty meetings and Professional Development days will be used to provide professional development for all teachers in 	<p>August – June</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p>	<p>\$3331.00</p> <p>3514.00</p>	<p>Unrestricted Resources, TIIG</p> <p>Title 1</p> <p>WSF</p>	<p>Reading First provides RF Coach. STAR Program provides IRF position.</p>

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

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

the core curriculum areas of mathematics and language arts				
<p>Key Strategy 2: The Math Support Teacher (.5 Site-funded) and Math Coach (.5 through HPSG funding), will provide professional development and coaching to staff in best practices for teaching Mathematics and will collaborate with the Math Content Specialist provided by Teaching & Learning Department.</p> <ul style="list-style-type: none"> ▪ Coaching in classrooms, ▪ Weekly grade level meetings ▪ Faculty Meetings ▪ SFUSD’s Professional Development Institutes ▪ Professional Development provided for staff on a monthly basis ▪ Provide instructional support to students in small groups ▪ Purchase math and other classroom materials 	<p>August - June</p> <p>December</p> <p>Ongoing</p>	<p>\$ 38, 851.00</p> <p>\$3701.00</p>	<p>WSF, Title 1, TIIG</p> <p>WSF, SIP</p>	<p>Math Content Specialist provided by District</p>

Monitoring and Assessment for Goal 3

Questions to cover:

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

Principal will evaluate the effective use of instructional strategies during formal observations, informal observations, and instructional walkthroughs. The Cycle of Inquiry will be utilized during grade level meetings weekly and at Reading First Release Days, and also during Math Data Analysis meetings. Grade level meeting minutes and Reading First Release Day agenda and Reading First logs will be reviewed, monitored and collected. Data to be collected will be Brigance, CELDT, CST, Math Benchmark, SCOE and student work.

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Contract with community based organization such as Edgewood and /or Omega Boys Club to provide direct services to students and professional development for staff.</p> <ul style="list-style-type: none"> • To provide effective social-emotional intervention and support for identified students, a full-time counselor will be hired. ▪ To ensure coherence and implementation of school wide discipline program in collaboration with, community-based organizations (CBOs), behavior coach and an outreach program that will provide direct services to identified students. ▪ Community based counseling services, available on-site through partnership with RAMS, CPMC, Tenderlions ▪ The Elementary Advisors and the SB65 Outreach Consultant will monitor the number of incident reports 4x per year ▪ The Elementary Advisors will provide push-in to classrooms ▪ The Elementary Advisors will communicate to families any school concerns about student behavior ▪ Staff will develop school-wide rules and student behavior 	August – June	\$77,702.00	WSF, Title 1, TIIG	CBO
	August – June	\$14,356	Title 1, TIIG	
	On-going			
	August – June			
	August – June			
	August – June	\$25,828	TIIG	

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>expectations and teachers will review them with students throughout the school year.</p>				
<p>Key Strategy 2: The SB65 Outreach Consultant will work with families to improve attendance and tardiness. Through SST’s , Parent Conferences, as well as by implementing school wide attendance initiatives, the Outreach Consultant and Parent Liaison will address attendance, tardies, and truanancies.</p>	Ongoing	\$12,914.00	TIIG	SB65 grant
<ul style="list-style-type: none"> ▪ Grade levels will develop weekly integration activities to foster a sense of school-wide community 	August – June			
<ul style="list-style-type: none"> ▪ Weekly “Student of the Week” and Monthly “Star Student” assemblies to recognize student achievement in academics, behavior, or citizenship 	August – June			
<ul style="list-style-type: none"> ▪ Continue Staff Leadership check-ins and planning meetings for whole school implementation 	August – June			
<ul style="list-style-type: none"> ▪ School Wide attendance Program will be implemented to insure attendance “Best Practices” for all students 	August – June			
<ul style="list-style-type: none"> ▪ School Attendance Review Team will be formed to include staff, parents and community members. SART will provide support to families improve attendance and tardiness based on Truancy referral 	August – June			
<ul style="list-style-type: none"> ▪ Materials for visual and performing arts as well as consultants will provide for a well rounded curriculum for all students 	October- May	\$7142.00	Prop. H Arts, Arts, Music &PE Equip.	

Monitoring and Assessment for Goal 4

Questions to cover:

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

We will keep track of student referral data, to be reviewed by CST Team, Elementary Advisors, and the Counselor.

SST documentation will also be reviewed on a continual basis to track the progress of identified students.

The Counselor will work with families and with students, and meetings will be documented. Schoolwide Discipline Plan will be continuously monitored and staff will discuss progress and evaluate plans, procedures, and policies at faculty and grade level meetings.

The Leadership Team will also assist in monitoring the progress and implementation of the Schoolwide Discipline Plan. Data collected to measure progress will include parent family surveys and also the documentation of the Counselor who works with identified students.

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Funding Source	District Support(s) Needed
<p>Key Strategy 1: By Fall 2007, a Master Calendar of school wide events will be sent to parents. Teachers will encourage parent participation both verbally and through the use of a standardized classroom newsletter.</p> <ul style="list-style-type: none"> ▪ A parent leadership group will support school activities ▪ The SSC/ELAC will be involved in decision-making and use their regularly scheduled meetings to evaluate and monitor the school's academic plan ▪ Weekly newsletter will inform families of school activities ▪ The Wednesday envelope will be used to consolidate school home communications and will provide families information about school activities. ▪ All school to home communications will be translated ▪ Teachers will mail introductory letters at beginning of year inviting families to classrooms. Letters will be translated and sent by mail. ▪ Fieldtrips, visual and performing arts activities will be planned by staff to allow students opportunities beyond the classroom 	August – June			
	August – June			
	October – June			
	August – June			
	August – June	\$2,000.00	WSF,	
	August – June	\$2,000	LEP	
	August	\$1,200.00	LEP	
	October-May	\$6,000.00 \$13,000.00	LEP, SIP Prop H, Arts, Music and PE	

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>Key Strategy 2: Beginning in Fall 2007, the existing parent clubs and organizations of Rosa Parks Elementary School will coordinate and collaborate to create a Rosa Parks Handbook which includes a family involvement policy that they will co-create. The creation of a school-wide parent teacher organization, incorporating members of existing parent clubs and organizations, will be focus in order to build community at our school.</p> <ul style="list-style-type: none"> ▪ The family involvement policy will be communicated to all families in the Rosa Parks Handbook distributed in the fall, during Back to School Night and through on-going communication with child’s teacher. ▪ Monthly meetings, including Parent Club, PTCC, and general meetings will be held to foster ongoing communication between families and school ▪ Work shops will be held on topics which will increase a parent’s ability to support their child’s learning 				STAR
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Monitoring and Assessment for Goal 5

Questions to cover:

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

Parent sign-in sheets at school events will be collected, as well as agendas, parent/family surveys and evaluations (if taken at different events) will also be reviewed. Survey data will be given to families and to the Leadership Team. The Principal will continue to attend PTA and parent organization functions. Data to be collected will include surveys, minutes from Parent Meetings, SSC, PTCC, and schoolwide PTA agendas and minutes.

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	Parent or Community Member	Secondary Student	Date Elected
Maria Derus		X					10/06
Karen Murray					X		10/06
Esther Honda				X			10/06
Diana Peterson					X		10/06
Vic Fujimoto					X		10/06
Bob Regan					X		10/06
Beatrice Jackson					X		10/06
Kristina Jefferson			X				10/06
Lewis Thompson				X			10/06
Glenda Allen			X				10/06
Cindy Yamawaki			X				10/06
Lisa Tsukamoto			X				10/06
Dori Lange					X		10/06
Mario Rogers					X		10/06
Numbers of members of each category		1					

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

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

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

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Satako Watanabe						X		10/06
Numbers of members of each category								

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

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

School Advisory Committee (SAC) Membership

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

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

Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___ English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - ___ Gifted and Talented Education Program Advisory Committee
 - ___ Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees DATE: Feb. 13, 2007
 - B. One meeting to present plan upon its completion. DATE: March 13, 2007
7. This school plan was adopted by the school site council on: _____.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

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

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