

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Yick Wo Elementary

6041131

April 2007

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ACADEMIC PROGRAM SURVEY

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

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

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

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

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

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

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

As a result of analyzing assessment data and the development of focused Action Plans, AA, L, and ELL students will perform at or above the District average or show a 5% improvement on the CST in ELA and Math by Spring of 2008.

- a). At risk students, including the lower two quartile students on the CAT 6, those scoring at Basic or below on the CST, ELL, AA, L, and Special Education students, will be identified through assessment data, and given additional support by teachers' development of individualized Action Plans, using research-based best practices that including providing differentiated instruction, Universal Access time, scaffolded lessons and activities, and through additional human and instructional resources and support.
- b). Challenges include the larger class sizes in grades 4-5 which limit the ability to provide individual attention to under performing students. Paraprofessional staffing has been impacted due to budget restraints. The school is addressing this shortfall in human resources by utilizing parent and community volunteers and by strengthening connections with university teacher preparation programs in order to provide additional classroom support.
- c). An additional .5 FTE instructional support teacher was established to allow for more small group and differentiated instruction in the 4th and 5th grades in ELA and Math and to facilitate more focused ELD instruction. A .1 FTE teacher position was also added to allow the RSP to work with at-risk students who do not qualify for RSP services but need modified, small group instruction. A bilingual paraprofessional supports Chinese-speaking ELL students and allows for primary language support and access to the core curriculum.

d). Partnerships with the teacher preparation programs at SFSU, USF, St. Mary's College and CCSF allow for master teachers to mentor and foster new teachers, and to allow for discourse and collaboration. Student teachers, and tutors from America Reads and Americorps provide additional support to students on an individualized basis.

Current-Year Objective 2:

In the school year 2006-2007, 100% of students, including EDY, Special Education, GATE, AA, L, and ELL students will be assigned to classes of students in which individual learning styles will be supported and addressed through differentiated instruction and a core curriculum infused with art and technology as evidenced by consultant (art, dance, music, computers, poetry, sports) schedules and teacher lesson plans.

- a). All students participate in the following school-wide integrated programs: Poets-in-Residence, computers, visual arts integrated with Language Arts (Visual Thinking Strategies), Orff or instrumental music integrated with language arts and creative movement (K-3), Performing Arts Workshop for the SDC, and P.E. enrichment with the YMCA.
- b). The challenges in maintaining all the enrichment programs include funding for consultants and materials, as well as planning time for teachers to work with consultants.
- c). Prop. H funds have been allocated for instructional materials to support the art and music programs. Periodic planning meetings are scheduled for grade levels to meet and plan with consultants.
- d). The Yick Wo Parent Teacher Organization is the primary funding source for these programs, along with support from Prop. H and the Elementary Arts Program. Grants from the Junior League as well as from the SF Education Fund also support the Orff Music and PAW programs. A PTO committee of parents and staff continues to identify grant opportunities.

Current-Year Objective 3:

30% of 4th grade students will score a "6" or above on the CWST writing rubric in spring 2007.

a). Based on test data, teachers have identified writing as an area of needed continued improvement. Students practice writing skills in narrative writing, summarizing, response to literature and research skills using a variety of strategies and resources that would include daily journal writing and stories drawn from their own experiences.

Teachers of all grades conduct periodic writing assessments utilizing developed writing rubrics, grade-level prompts and benchmarks, in order to assess student writing development three times a year in October, January and May.

b). After focusing on the development of appropriate grade-level rubrics and prompts for the past two years, the barriers include the ability to allow teachers the time to collaborate and engage in professional development to improve instructional practices. It has been determined

that the biggest challenge to the development of writing skills is primarily linked to English language acquisition in ELL students. The focus needs to shift from the development of standards and rubrics to improvement of instructional strategies.

c). Faculty meetings have been re-structured to include professional development time for sharing and discussion of instructional practices. The school also provides release days for teachers to complete assessments and for collaborative planning, although more time is needed.

d). The focus of the school district on vocabulary development allowed the school to modify its focus so that the professional development on increasing vocabulary will increase students' ability to utilize vocabulary to enhance their writing. Teacher leaders have provided professional development in this area and discussions and the sharing of best practices in vocabulary development will continue.

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:

- ELL test data show that ELA scores fall far below Math scores and that a gap still exists between ELL and non-ELL students.
- In the 2006 CST, 30.6% of ELL students in gr. 2-5 scored at or above Proficient in ELA compared to 69.2% of non-ELL students and 55% of students overall. This reflects a .7% drop overall from 2005, which includes a 25.3% drop in the 5th grade.
- In the 2006 CST, 72.6% of ELL students in gr. 2-5 scored at or above Proficient in Math compared to 86.9% of non-ELL students and 81.7% of students overall. This reflects a 3.5% drop from 2005.
- In 2006 the school missed its district-set target for ELL students to either score at or above the district averages or show a 5% increase in the CST-ELA.
- AA students (5 students) show that 0% scored at the Proficient levels in both ELA and Math, reflecting a 25% drop from 2005.
- Latino students (13 students) show that 46% score at Proficient or above in ELA and 85.6% score at Proficient or above, reflecting a 6% gain in ELA but a 10% drop in Math.
- Chinese students show 56.7% at Proficient or above in ELA and 85.6% at Proficient or above in Math.
- The priority ranking of programs from the Parent Survey seems to focus on assistance to at-risk students, a half-time teacher for the split 4th/5th grade class, computers, the library and

instructional materials. More information is needed from the Chinese-speaking parents who attend the Community meetings to determine the value of bilingual paraprofessional and Chinese translation services.

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: As a result of analyzing assessment data and the development of focused Action Plans, AA, L, ELL, SED, EDY and Special Education students will perform at or above the District average or show a 5% improvement on the CST in ELA and Math by Spring 2008.

Objective 2: As a result of planning and delivering a rich instructional program to the students, and a focused effort to align instruction to standards, the school will meet its API and AYP school-wide and subgroup targets for 2007-2008.

Key Strategies for Objectives 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: Focal students, including the lower two quartile students on the CAT 6, those scoring at Basic or below on the CST, ELL, AA, L, EDY and Special Education students, will be identified through assessment data (HM diagnostic tests, Results, SRA placement, Hi Frequency word assessments, writing assessments), and given focused support by teachers' development of individualized Action Plans.

Key Strategy 2: Instruction is in alignment with district standards. Teachers' lesson plans and instructional practices reflect alignment with the core curriculum, address Content and Performance Standards and meet State guidelines for instructional time as indicated by a monthly snapshot lesson plan submitted to the Principal for review.

Key Strategy 3: Identify ELD power standards as aligned to the LALAR and engage staff in backwards mapping to develop instructional strategies with identified benchmarks for progress.

Goal 2: Academic Equity

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

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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Key Findings:

- CELDT results show that 73% of Kindergarten ELL students score at the Intermediate or below level with 0% at the Early Advanced or Advanced levels.
- By the 5th grade, 92% of ELL students are at the Intermediate or above levels, of which 54% are at the Early Advanced or Advanced levels.
- CELDT data indicates that many students who scored at the Intermediate level last year, stayed at that level without making gains into Early Advanced or above.
- Last year the school missed its district-set targets for ELL students to either score at or above the district averages or show a 5% increase in the CST-ELA.
- 63% of the student population qualifies for free or reduced meals.
- 51% of SED students score at the Proficient level on the CST-ELA compared to 62.5% of non SED students. There is a slight reverse trend in CST Math which indicates that 82.1% of SED students score at the Proficient level compared to 81.4% of non-SED students.
- Teacher surveys indicate that the human resource support from paraprofessionals, parents, credential candidates and student teachers provide a critical element in providing extra support for targeted and lower-achieving students.
- There is a significant gap between the achievement of Special Education and non-Special Education students overall. Only 6.7% of Special Education students scored at the Proficient level in CST-ELA compared to 59.7% of non-Special Education students.
- 40% of Special Education students scored at the Proficient level in CST-Math compared to 85.7% of non-Special Education students.

- There continues to be a trend in the school of more enrollment of recent immigrant students with little or low English language development entering in the intermediate grades. These students do not have the benefit of a consistent ELD program that is developed throughout the grades.

ELAC Recommendations

After examining assessment data of ELL students, the ELAC made the following recommendation to the SSC:

- Maintain or expand bilingual paraprofessional services to allow primary language support. More consistent bilingual support.
- Additional paraprofessional support should be provided for ELL newcomer or students requiring more English language development.
- Provide an additional teacher who is able to allow for more small-group, in-depth instruction in literacy, especially in the upper grades.

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: In the school year 2007-2008, 100% of classes will have an adult-student ratio of 1:10 or less in K-3 and 1:15 or less in 4th and 5th for at least 2 hours a week during core curriculum instruction as evidenced by schedules of paraprofessionals, student teachers, and community volunteers as well as teacher lesson plans.

Objective 2: In the school year 2007-2008, 100% of students, including EDY, SED, Special Education, GATE, AA, L and ELL students will be assigned to classes of students in which individual learning styles will be supported and addressed through differentiated or small group instruction and Universal Access.

Key Strategies for Objectives 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: Students needing special support including EDY, SED, ELL, SpEd, GATE, receive standards-based instruction in the core curriculum by teachers using research-based best practices that address different learning styles. Small group instruction, SDAIE strategies, primary language support and Universal Access activities will allow for focused delivery of content and skills. Differentiated instruction will also include the use of Junior Great Books, project-based learning, problem-solving programs and computer technology. Students with identified learning disabilities and are at-risk work with the RSP staff.

Key Strategy 2: Chinese-speaking EL students receive primary language support, if needed, to gain access to the core curriculum. Teachers use SDAIE strategies to develop language and offer

scaffolded instruction to ensure input that is comprehensible. This will include the use of the ELL Support component in the HM Reading Program, and the core ELD curriculum.

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:

- The focus for the past two years has been on development of the writing program, including the development of grade level rubrics and anchor papers. The thrice-annual writing assessment finds students progressing in writing, however, the analysis by staff finds that the challenge is in enhancing the writing development for ELL students.
 - The California Writing Standards Test, administered to grade 4, indicate that 90.9% of students scoring at Basic or above in 2006.
 - Surveys of staff and parents indicate that the arts curriculum supports the classroom instruction and the core curriculum, builds on different strengths and talents of students, addresses different learning modalities, and further develops self-esteem and confidence.
 - The CST Science, administered to grade 5, indicate that 42.9% score at Proficient or above in 2006 as compared to 53.5% in 2005, indicating a 10.6% drop.
 - Teacher surveys indicate a mismatch between the Content Standards for Science and the district-adopted science curriculum and supplemental materials.
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Key Objectives for Goal 3

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 3 for the school.]

Objective 1: In Spring 2008, all 5th grade students will show at least a 5% improvement overall in the CST Science or score at or above the district averages.

Objective 2: In the school year 2007-2008, 100% of students will be assigned to classes in which individual learning styles will be supported and addressed through differentiated instruction and a core curriculum infused with art and technology as evidenced by consultant (art, dance, music, computers, poetry) schedules and teacher lesson plans.

Objective 3: 30% of 4th grade students will score “6” or above on the CWST in Spring 2008.

Key Strategies for Objectives 3

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

Key Strategy 1: Teachers of all grades will collaborate and develop an articulated, standards-based science curriculum that engages the students in hands-on activities which will promote the

use of the scientific process and critical thinking skills. The curriculum will include the district-adopted materials, supplemental materials, the MARE Program from LHS, and Outdoor Education.

Key Strategy 2: All students will participate in school-wide integrated programs that include Art Education, Poets-in-Residence, Orff or Instrumental Music, Visual Thinking Strategies, Get Smart with Art, and computer classes.

Key Strategy 3: All teachers will enhance writing through professional development in vocabulary development and collaborative planning.

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 school staff has continuously addressed the area of school climate and safety and has found that the school has adequate structures in place for crisis response and emergency procedures.
- The refinement of school-wide rules and expectations, focusing on being “safe, respectful and responsible,” has been reinforced in all classrooms throughout the school year.
- Parent surveys indicate that the school is a safe environment for learning and that school grounds are adequately maintained.
- Parent and teachers have indicated a need for more yard supervision, especially during lunchtime.
- Although there are few major incidences of violence, there is still a need to address issues of bullying and aggressive behaviors.
- It has been an on-going concern of staff and parents that there is not enough learning space in the school to accommodate small-group and individualized instruction. Committees of parents and staff have been formed to investigate the development of both the upper garden area, reconfiguration of the Library/Computer Lab.

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: 100% of the school community will implement and enforce a fair and standardized student behavior policy to be disseminated and supported by students, staff and parents. In the spring of 2008, there will be a 33% reduction in student discipline incidences of aggression, bullying and conflicts as documented by student discipline logs.

Objective 2: By September 30, 2007, the Coordinated Services Team (CST/CARE) will begin to convene bi-monthly and continue throughout the school year to examine and monitor individual student concerns.

Key Strategies for Objectives 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: Improve school climate and create a stronger sense of safety, responsibility and respect school-wide by coordinating all services in collaboration with the school staff and parents with focus on student discipline and social-emotional wellness.

Key Strategy 2: Establish stronger connections with support services such as the After School Learning Program, school district resources and supports, and other community-based organizations.

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:

The Yick Wo School Site Council (SSC) conducted a survey of parents to obtain input on the level of satisfaction with the academic and enrichment programs and budget priorities for funding discretionary programs. In addition the survey examined parents' satisfaction with communication with school personnel and sought volunteers for future school and PTO activities. The survey was distributed in English and Cantonese by sending it home with the students on Wednesday, January 31, 2007. Parents were asked to return one survey per family by February 2nd. As of February 7th, 102 surveys were returned. This represents approximately 49% of the 210 families whose children attend the school. Families that do not speak English at home represented the majority of respondents (60%) with Chinese spoken by 85% of non-English speaking families. The survey respondents represented all of the grade levels and classrooms at the school. The distribution of survey respondents by grades and classroom and the other survey results are summarized on the attach survey. Also attached is a list of parent comments.

- **Comments.** Parents were given the opportunity to write comments in addition to rating each school program. A summary of the areas identified for improvement or specific comments about individual program satisfaction are summarized; however, general favorable comments about individual teachers or the school were not included in the summary of comments. Over 58 comments were provided. The majority of comments (11) were about the level of homework; the majority indicating it was too much (9) and 2 stating there was not enough. Many parents commented about field trips (9) with several stating there were not enough (4) while several wanted more information about their educational benefit (4). The academic area with the most comments was science (4) (including 2 "other program" comments); parents thought there could be more science in the curriculum.
- **Parental Involvement.** Several parents volunteered to help supervise the playground at noon (30%). Some parents were interested in a school directory to use to communicate with other families and school staff (56%). When asked about the amount of money parents would be willing to donate to help fund school programs, only 44% of respondents answered the question and 4% of them indicated they would give no money. The average amount offered was \$63.00 (including those indicating zero) with \$20.00 being the most often cited amount per month. Approximately 36% of parents provided contact information to participate in future PTO and other school activities.
- **Analyses of Group Differences.** To determine if the school programs are meeting the needs of sub-populations of the school, the results were analyzed to determine if there were differences in the rating of the academic and enrichment programs and the ranking of funding

priorities for the following groups: (1) English and Non-English (NEL) speaking families and (2) grade level (K-2 vs. 3-5).

- There were statistically significant differences in the ranking of spending priorities by language. Non- English speaking respondents ranked reading recovery and homework club more highly, while English speaking respondents ranked poetry, field trips and the library more highly. There were no statistically significant differences in program ranks by child's grade level.
- In general, the parents are satisfied or very satisfied with Yick Wo. The non-English speaking families do not seem to value as much as English speaking parents the music and poetry enrichment programs supported by the PTO. Perhaps with the increased funding for the arts from Proposition H, the PTO can consider funding an additional science program, called for by many parents in the survey.
- The parents of younger students are very concerned about the amount of homework and the reading and writing curriculum in the classroom. Also, parents of younger students want more field trips with more educational benefit and the art program to be tailored to young students' abilities.
- Finally, the level of parental involvement through the different activities listed in the survey show that less than 50% are willing or able to give time and/or money to help improve the school. More information is also needed to identify way to increase this level of involvement.

Recommendations from ELAC on parent involvement:

- Provide more opportunities for parent involvement and parent education.
Ideas would include:
 - ✓ Communicate grade level expectations to families
 - ✓ More parent outreach to immigrant families, develop a phone tree to invite them to events and to encourage involvement
 - ✓ Workshops on how ELL parents can help student success at home
 - ✓ Parents need to understand the SSC process and the role of the SSC so that they can become more involved in the decision-making
 - ✓ Tie-in events with the Afterschool Program as many of the targeted parents have children enrolled in the program

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: There will be a 33% increase of participation by the spring of 2008 at school events such as parent education workshops, Fall Carnival, Back-to-School Night, especially by parents of second language students, as evidenced by sign-in sheets.

Objective 2: There will be a 25% increase in parent participation in school supports and volunteerism as evidenced by parent volunteer forms and sign-in sheets.

Key Strategies for Objectives 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: There will be a more focused effort to communicate information to parents regarding school activities and events, utilizing a variety of communication strategies.

Key Strategy 2: Establish a volunteer corps of parents by identifying and matching school needs with parent interests and skills.

<p>student conferences after assessment by teachers.</p> <ul style="list-style-type: none"> • High leverage activities <p>Reading Recovery program will be modified to include services to focused students in the early part of second grade and the latter part of first grade. An additional paraprofessional position will be created to focus instruction on pre-reading skills to first graders prior to entry into Reading Recovery for the first 10 weeks in order to maximize learning. The Reading Recovery teacher will also facilitate professional development in early literacy and intervention strategies.</p>	<p>Aug./Sept. 07 – June 08</p>	<p>Salary for .5 FTE Reading Recovery & .1 FTE paraprofessional</p>	<p>\$38,851 \$4,413</p>	<p>Title 1 SWP WSF/SIP</p>	
<p>Key Strategy 2:</p> <p>Instruction is in alignment with district standards. Teachers’ lesson plans and instructional practices reflect alignment with the core curriculum, address Content and Performance Standards and meet State guidelines for instructional time as indicated by a monthly snapshot lesson plan submitted to the Principal for review.</p> <ul style="list-style-type: none"> • High leverage activities <p>A monthly snapshot lesson plan will be submitted and reviewed by the Principal that highlight and reflect the teaching of standards.</p> <ul style="list-style-type: none"> • High leverage activities <p>Collaborative planning will be provided for grade level planning and assessments.</p> <ul style="list-style-type: none"> • High leverage activities <p>Collaboration between arts consultants in Orff Music, art and poetry with classroom teachers will serve to integrate arts curriculum across all academic areas.</p>	<p>Monthly Sept. – June 08</p> <p>Aug. 07- Jan.08</p>	<p>\$4,369 for Substitute Release Days</p>		<p>Block Grant</p>	
<p>Key Strategy 3:</p> <p>Identify ELD power standards as aligned to the LALAR and engage staff in backwards mapping to develop instructional strategies with identified benchmarks for progress.</p> <ul style="list-style-type: none"> • High leverage activities 	<p>Oct. 07 – June 08</p>				

Teachers will engage in professional development activities and collaborative planning time to identify ELD power standards, delineate appropriate grade level benchmarks and to develop effective instructional strategies to enhance language acquisition and English language development.					
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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?*

Staff meets to analyze, discuss, and evaluate achievement data disaggregated by ethnicity, ELL, Special Ed, EDY and SED status as provided by the Achievement Assessments Office in order to plan for improvement and achievement. Data from the CST, CAPA, CAT6, Brigance Screening, CELDT and LSLAR to monitor progress. Teachers identify focal students, develop Action Plans based on the analysis and modify the plans mid-year.

The ILPs are reviewed and updated every 6 weeks.

Based periodic assessment tools such as the HM Therme tests, summative tests, Harcourt Math and Results assessments, student work and teacher observations, teachers will examine student learning outcomes and re-direct instructional strategies as needed.

Staff meetings are scheduled regularly to plan for an articulated, coordinated program for all students with special services.

The Coordinated Services/ CARE Team meet monthly to assess the development of students in the SST process with academic challenges, as well as those with health, attendance, socio-emotional concerns.

Teachers maintain continuous academic records for all students to demonstrate ongoing monitoring and assessment of student progress. Teachers review assessments with parents during the Fall and Spring parent teacher conferences and quarterly progress reports.

Principal conducts daily classroom walkthroughs and provides oral and written feedback on classroom observations and monthly snapshot lesson plans.

Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Students needing special support including EDY, SEC, ELL, SpEd, GATE, receive standards-based instruction in the core curriculum by teachers using research-based best practices that address different learning styles. Small group instruction and Universal Access activities will allow for focused delivery of content and skills. Differentiated instruction will also include the use of Junior Great Books, SRA Reading Lab, project-based learning, problem-solving programs and computer technology. Students with identified learning disabilities and are at-risk work with the RSP staff</p> <ul style="list-style-type: none"> • High leverage activities A .5 FTE instructional support teacher will support the core curriculum in the 4th/5th grades in Language Arts and Math. The teacher will further facilitate small-group and differentiated instruction and will also allow flexible grouping for more focused ELD instruction. • High leverage activities An additional .1 FTE will be added to provide focused instruction to RSP and at-risk students on an individual or small group basis • High leverage activities RSP will facilitate the use of additional intervention strategies for Special Ed and at-risk students that will include the use of the Edmark 	<p>Aug. 07</p> <p>Aug. 07</p> <p>Aug./Sept. 07 – June 08</p>	<p>Salary Instructional Support Teacher</p> <p>Salary .1 for at-risk</p> <p>Instructional materials</p>	<p>\$38,851 for .5 FTE</p> <p>\$9,713 for .1 FTE</p> <p>\$1,069</p>	<p>WSF/CD</p> <p>WSF/CD</p> <p>WSF-Sp.Ed.</p>	<p>District support in investigating space usage. i.e. redesign of space, computer lab, possibility of bungalow for small group instruction</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>Reading Program, Hi-Lo Books, Seeing Stars and LIPs. The RSP paraprofessional as well as America Reads, Americorps tutors and student teachers, will be trained by the RSP teacher in the use of the supplemental materials in order to support, reinforce or modify the core curriculum. The delivery of these supports will be on an individualized or small group basis during either pull-out or push-in services.</p> <p>High leverage activities: The use of strategies and supplemental materials will be coordinated to address the individual needs and learning styles of all GATE and High Potential students so they can have full access to the core curriculum. Differentiated instruction, project-based learning and curriculum compacting will provide for the appropriate challenge level.</p>	<p>Aug./Sept. 07 – June 08</p>	<p>Instructional Materials</p>		<p>GATE</p>	
<p>Key Strategy 2: Chinese-speaking EL students receive primary language support, if needed, to gain access to the core curriculum. Teachers use SDAIE strategies to develop language and offer scaffolded instruction to ensure input that is comprehensible. This will include the use of the ELL Support component in the HM Reading Program, and the core ELD curriculum.</p> <ul style="list-style-type: none"> • High leverage activities Students in the 4th/5th combination class requiring more intensive English language development will be clustered to facilitate a high-level, intensive ELD program, which will be taught by the classroom teacher and instructional support teacher with small group instruction and SDAIE strategies. • High leverage activities A bilingual paraprofessional will provide primary language support and access to the core curriculum. • High leverage activities Community-based instruction, mainstreaming and integrated play groups will allow special education students access to the core curriculum and to achieve IEP goals. 	<p>Aug./Sept. 07 – June 08</p>	<p>Salary Instructional Support Teacher</p>	<p>See above</p>	<p>LEP</p>	<p>District to provide on-going PD specifically for ELL students in closing the gap and language acquisition.</p>
	<p>Aug./Sept. 07 – June 08</p>	<p>Salary</p>	<p>\$22,068 for .5 FTE bilingual paraprofessional</p>	<p>WSF-Sp.Ed.</p>	
	<p>Oct. 07 – June 08</p>	<p>Instructional Materials Paraprofession al OT</p>	<p>\$1,069 \$600 stipend hours for paras</p>		

Monitoring and Assessment for Goal 2

Questions to cover:

- 1. How will the school monitor implementation of the high leverage activities above?*
 - 2. How will the school evaluate its progress towards achieving the desired objective(s)?*
 - 3. What data will be collected to measure progress?*
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Teachers meet regularly with support staff (Reading Recovery, paraprofessionals, LSC, computer technician, RSP staff, student teachers and grade level partners) and jointly assess student progress and future needs.

Staff meetings are scheduled regularly to plan for an articulated, coordinated program for all students with special services for EDY, SED, ELL and Special Education students.

CELDT results and the LALARs will be utilized to assess the progress and language development of EL students. Evidence will include student work samples, Rigby assessments, writing and portfolio development. Student work samples will be identified for portfolio development which will be included as evidence for LALAR.

CELDT and STAR test data will be used to trigger reclassification of ELL students to FEP.

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

GATE coordinator will share strategies at faculty meetings for high potential and identified students.

Goal 3: Instructional Improvement

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

<p style="text-align: center;">Actions to be Taken to Reach This Goal⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁶ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: Teachers of all grades will collaborate and develop an articulated, standards-based science curriculum that engages the students in hands-on activities which will promote the use of the scientific process and critical thinking skills. The curriculum will include the district-adopted materials, supplemental materials, the MARE Program from LHS, and Outdoor Education.</p> <ul style="list-style-type: none"> • High leverage activities All classes will participate in the Marine Activities, Resources and Education Program (MARE) from the LHS, a whole-school, interdisciplinary science program that focuses on oceans. It will include teacher professional development, field trips and a whole-school Oceans Week in the fall. • High leverage activities Collaborative planning time and extended hours will be provided for teachers to receive training in MARE, work in grade-level clusters to further integrate the MARE program with the district-adopted curriculum, and to ensure alignment to content standards. • High leverage activities All students participate in field trips and Outdoor Education activities as part of their hands-on, experiential environmental education. Language Arts, science, Social Studies, art, music and poetry are integrated into experiences that include: 	<p>Training: Aug. 07 Oceans Week: Oct. 07</p> <p>Aug. 07 – Oct. 07</p>	<p>Professional Development, Field trips, consultant fees, instructional materials, extended hours, substitute days</p> <p>Field trips, chartered buses, admission</p>	<p>\$20,420</p> <p>See above</p> <p>\$200/class = \$3,000</p>	<p>Yick Wo PTO</p> <p>Yick Wo PTO</p> <p>Yick Wo PTO</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.

<ul style="list-style-type: none"> • K, 1st, 2nd grade students take extended day trips to parks and/or farms (Ardenwood Farms, pumpkin patch, Fort Funston, Crissy Field) • 3rd grade students participate in a one-night overnight outdoor program at the Golden Gate Regional Center. • 4th grade students participate in a 4-day, three-night outdoor camping trip at the San Mateo Memorial State Park. • 5th grade students participate in a day-long sailing adventure which integrates study of oceans as well as history. 	<p>Oct.- June 08</p> <p>Spring 08</p> <p>May 08</p> <p>June 08</p>	<p>costs, instructional materials, food, tuition</p>			
<p>Key Strategy 2: In the school year 2007-2008, 100% of students will be assigned to classes in which individual learning styles will be supported and addressed through differentiated instruction and a core curriculum infused with art and technology as evidenced by consultant (art, dance, music, computers, poetry) schedules and teacher lesson plans.</p> <ul style="list-style-type: none"> • High leverage activities Teachers plan with consultants to integrate activities into the themes and core curriculum in Language Arts, Math, Science and Social Studies. Programs include a Poets-in-Residence program, Art education and computer classes for all students, Orff Music for K-2, Ballet in the Schools for grades 2-3, and Performing Arts Workshop for the SDC. Computer technician and consultants will also provide professional development time to enhance teachers' skills and to further integrate activities with the core curriculum. • High leverage activities The Visual Thinking Strategies program, in partnership with the deYoung Museum, will develop language and visual literacy through teacher-facilitated discussions about Art. • High leverage activities The "Get Smart With Art" Program, an interdisciplinary curriculum package the uses art objects as primary documents, sparking investigations into the diverse cultures represented in the Fine Arts Museums in San Francisco. Using works of art as the foundation of 	<p>Aug./Sept. 07 – June 08</p> <p>Aug./Sept. 07 – June 08</p> <p>Aug./Sept. 07 – June 08</p>	<p>Consultant costs, instructional materials, computer technician, professional development</p> <p>Field trips</p>	<p>Poetry=\$8,000 Orff=\$10,000 Art=\$18,000 P.E.=\$10,000 PAW=\$1,800 Computer technician = \$38,619</p>	<p>Art & Music, Elementary Arts Program, Yick Wo PTO, PAW grant, DIS (SF Ballet) Title 1/SIP/CD</p> <p>ArtReach Prog.</p> <p>ArtReach Prog.</p>	

each lesson, the program expands on VTS to further develop visual literacy, historical knowledge and writing skills.					
<p>Key Strategy 3: 30% of 4th grade students will score “6” or above on the CWST in Spring 2008.</p> <ul style="list-style-type: none"> • High leverage activities Professional development will continue in vocabulary development activities that will be connected to and enhance the writing program. • High leverage activities Teachers to identify Tier 2 vocabulary in HM Reading Program. 	<p>Aug./Sept. 07 – June 08</p> <p>Aug./Sept. 07 – June 08</p>	<p>Professional development days, substitute release days</p>	<p>\$4,647 for subs</p>	<p>Block Grant Title 1</p>	<p>District continue with PD in vocab. development</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?*

5th grade CST Science data from Spring 2008 STAR test results.

The use of district-adopted science curriculum assessments will ensure the mastery of science standards.

LALAR portfolios will include student work samples demonstrating English proficiency in reading and writing. These portfolios will continue to be developed and will follow students to the next grade level in order to demonstrate language developmental progress.

Mid-year review of enrichment programs, teacher collaboration meetings with consultants.

Student’s utilization of Tier 2 vocabulary as evidenced in speaking and writing activities.

4th grade CWST data from Spring 2008 STAR test results.

Three-time yearly writing assessments utilizing developed grade-level rubrics and anchor papers will be conducted in October, February and May.

Teachers meet in grade level clusters to evaluate present activities and to make program modifications in order to meet the objectives of the school and district goals. On going evaluation strategies are used to align instruction with state and district standards and for identified areas for school improvement.

To effectively monitor instruction and growth, Sp.Ed staff will utilize Attachment Gs and alternative assessment (CAPA) for students not taking standardized tests.

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Improve school climate and create a stronger sense of safety, responsibility and respect school-wide by coordinating all services in collaboration with the school staff and parents with focus on student discipline and social-emotional wellness.</p> <ul style="list-style-type: none"> • High leverage activities The Learning Support Consultant will work with classroom teachers and other support staff in identifying 4th and 5th grade students to be trained as Conflict Managers, who will help with conflict resolution and playground activities during lunchtime recesses. • High leverage activities The Learning Support Consultant, in collaboration with classroom teachers and staff, will target individuals and groups of students to receive additional support and to address social-emotional issues through the formation of “Friendship Groups” that will strengthen socialization skills and interpersonal relationships. • High leverage activities Implement school-wide expectations for behavior focusing on “Be Safe, Be Respectful, Be Responsible” that will be communicated to all students at community flag salute, classroom discussions and by signs in hallways and public areas. The school-wide positive behavior model will also be communicated to parents through the “Parent Handbook” which is distributed at the end of the year. 	Sept. 07	Salary – LSC T-shirts, supplies		Prop. H WSF	District to facilitate an easier process for students to receive mental health services – interns, etc.
	Sept. 07				
	Aug./Sept. 07 – June 08	Printing costs		Thelen, Reid and Priest	

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>Key Strategy 2: Establish stronger connections with support services such as the After School Learning Program, school district resources and supports, and other community-based organizations.</p> <ul style="list-style-type: none"> • High leverage activities The Coordinated Services Team (CST/CARE) consisting of the Principal, Learning Support Professional, RSP teacher and the After School Coordinator will meet monthly or bi-monthly as needed, to monitor students who are in the SST process, have been referred for mental health support, psycho-educational assessments, health or attendance issues. Teachers will have a primary contact person on the CARE team and can make requests for assistance. • High leverage activities The Principal will interface with community-based organizations, social workers, School Health Programs, parents, staff and students to ensure consistent implementation of programs and policies for a safe school. • High leverage activities The Learning Support Professional will act as the primary liaison with School Health Programs in identifying resources to provide mental health services and other family and individual supports in order to promote student wellness and academic success. • High leverage activities The Principal, LSP, RSP and teachers will collaborate with staff in the ASLP, Telegraph Hill Neighborhood Center, Chinatown Child Development Center, Salesian Boys and Girls Club, Chinatown YMCA and other CBOs to enhance student wellness and academic success. Organization and agency staff will be invited to SST/IEP meetings as is appropriate and will assist in the development of SST, ILP or Action Plans. 	<p>Sept. 07 – June 08</p> <p>Aug./Sept. 07 – June 08</p> <p>Aug./Sept. 07 – June 08</p> <p>Aug./Sept. 07 – June 08</p>	<p>Salaries: LSP, school psychologist, RSP teacher</p>		<p>SHP, Special Education</p>	<p>Minimize amount of required meetings for LSP and dedicate more time to sites.</p>
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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?*
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The CARE/CST will meet monthly or bi-monthly as needed to monitor individual student progress and/or action items as developed by the SST or IEP team.

Mid-year reviews of the Conflict Managers program will allow for modification of the program or for additional training.

The Crisis Response Team and emergency procedures are reviewed at the beginning of the school year and reviewed within the first two months of the fall semester and are updated periodically throughout the year as needed. The Principal, assisted by the Health Advocate inventories emergency and first aid supplies. The school works with the Fire Department to practice evacuation drills.

Documentation in student discipline incidences as well as suspensions will indicate the targeted decrease, as it is documented in the Student Discipline Log.

<p>Key Strategy 2: Establish a volunteer corps of parents by identifying and matching school needs with parent interests and skills.</p> <ul style="list-style-type: none"> • High leverage activities A “Parent Volunteer Resource Form” will be distributed periodically to identify parent interest, capacity and skills in supporting school activities, events and special projects. A volunteer directory will be established, with parental permission, where staff and parents utilize this resource. A phone tree or room parents will also be established to facilitate outreach and recruitment. • High leverage activities A bulletin board will be posted for volunteer jobs needed around the school and for specific jobs or special events. Classroom teachers may post notices for help or materials and parents may respond or volunteer their level of involvement. • High leverage activities The Community Dinner and other school-wide activities will focus on Multiculturalism and honoring the diversity of families in the school. 	<p>Aug./Sept. 07 – June 08</p> <p>Aug./Sept. 07 – June 08</p> <p>May 08</p>	<p>Translation services</p> <p>Volunteer bulletin board</p> <p>Publishing costs</p>	<p>Extended hours</p>	<p>Title 1, SIP, LEP</p> <p>Yick Wo PTO</p>	
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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 resource volunteer form returns and a data base of parent resources will be established.

Parent interest surveys will identify topics for parent education classes. Attendance will be monitored through sign-in sheets.

The SSC, PTO and the ELAC will oversee the parent participation activities. They will work with the PTO to coordinate schedule of activities. It will develop and refine an annual needs survey to monitor the progress toward district and school goals.

The Principal and staff will work together to increase the frequency of communication between home and school. Attendance to parent teacher conferences, back-to-school night, SSC meetings and community meetings will be documented through sign-in sheets and parent communication logs.

School Site Council (SSC) Membership

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Darlene Lim		X					10/12/06
Agnes Fang			X				10/12/06
Anne Werth					X		10/12/06
Natasha Lavine					X		10/13/05
Richard Quan					X		10/13/05
Gerard Ehrmann			X				10/12/06
Mechele Pruitt				X			10/13/05
Rebecca Taggart					X		10/12/06
Deborah Goodyear			X				10/12/06
Beth Slater			X				10/12/06
Teresa DalSanto					X		10/12/06
Pia Hinckle					X		10/12/06
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
Darlene Lim		x						
Jenny Lau					x			
Nancy Huang					x			
Mee Yip Li					x			
Kam Ling Lee Ho					x			
Libby Yeung			x					
May Wong			x					
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.

