

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

For the school year 2007-2008

Sanchez School

School

3868478604154ROC

CDS Code

5/14/2007

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.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

Teachers use the adopted Harcourt math program and materials adopted by the state and approved by the Board of Education. Supplemental manipulative instructional materials are used when appropriate to enhance students' learning opportunities. Twenty certificated staff members (K-5 representatives) participated in the District-sponsored Houghton Mifflin Institute during June and August 2006 to support teachers in integrating the new language arts curriculum into the standard-based instructional framework. This is the third year Sanchez School has participated in the Reading First Program. The Principal, Vice-Principal, IRF, Reading First Coach, Reading Recovery teacher and RSP teacher have worked with classroom teachers to better align the curriculum, instruction, and materials to content and performance standards. High priority has been given to the AB466 Houghton Mifflin adoption during grade level meetings, Professional Development days, and faculty meetings. A particular emphasis has been on using UA in order to accelerate academic achievement for all students, and the use of the ELL Handbook to foster English language learning/acquisition. Teachers identified more professional development in the Focused Approach in H.M., follow-up support in the new ELD curriculum, and a second year of focused emphasis on the writing process for 2007-2008. This professional development is based on student needs to continue to improve English language proficiency as measured by the % of students exhibiting proficiency on the CST. At the 4/5 grade levels, emphasis has been placed on delivering standards-based science instruction in collaboration with the Mission Science Center based on Spring, 2006 science performance data.

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

Sanchez staff has narrowed the scope of curriculum to the adopted math and language arts program prior to utilizing supplemental materials. For the 2007-2008 school year, Houghton Mifflin will be the curriculum used to teach students the language arts standards. Building a knowledge and skill base with teachers in the effective teaching of Universal Access Time and the ELL Handbook will continue to be an area of emphasis in addition to the effective use of sound-spelling cards. The Rigby adopted ELD curriculum will be used school-wide for at least 30 minutes per day for receptive/expressive English language development. Teachers have identified professional development in The Focused Approach as one of their highest priority areas for 2007-2008, along with a school-wide emphasis on the writing process. All teachers have appropriate adopted curriculum materials to deliver standards-based instruction.

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

Reading First has continued this year with SCOE assessments given after each H.M. theme. OARS is used to provide teachers with formative assessment data related to student performance associated with grade level standards. Teachers meet with the Principal, Vice-Principal, the Reading First Coach, the IRF, and other appropriate staff, such as the Reading Recovery Teacher and the RSP teacher. Action Plans are developed with the purpose to accelerate academic achievement for all students – intensive to challenge. As teachers have met, PD needs have been identified and the Reading First coach, IRF, Principal and Vice-Principal have collaborated with teachers to address those needs. A similar process has been used for math formative assessment

incorporating chapter tests into OARS, teacher reflection time, and the development of an action plan based on student performance data. In addition, teachers participated in District-sponsored Professional Development Institutes and engaged in weekly grade level (1.5 hrs.) meetings to triangulate grade level standards with student performance levels and teacher practice; these meetings are facilitated by the IRF, principal, vice-principal and teacher leaders.

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

There is a wide range of levels of teacher ability to differentiate instruction according to student ability. Teachers are building their capacity to differentiate instruction in order to enable under-performing students to meet standards. An emphasis has been on professional development for teachers related to UA. The IRF, Reading First Coach, Literacy Specialist, Principal, Vice-Principal and RSP teacher support teachers in the use of UA by co-teaching in the classroom using modeling, debriefing, planning, etc. Specifically, the IRF, Reading First Coach, Reading Recovery Teacher, RSP, Principal provide support to classroom teachers and students to accelerate the % of students achieving grade level proficiency in the following areas: K-2 grades – phonemic awareness, phonics, spelling, comprehension, writing, vocabulary and fluency. K-3 grades – fluency, reading comprehension, checking skills, spelling, vocabulary and writing per formative SCOE assessment data.

Formative data as a result of the SCOE assessments reflects a general academic trend of students improving their level of mastery of language arts and math grade level standards.

Grade level meetings occur on a weekly basis with teachers meeting 1.5 hours to discuss progress towards students achieving grade level standards in math and ELA. Considerable time has been spent to monitor the Pacing Guides for math and language arts as it relates to student mastery of grade level standards.

The parent liaison supports communication between home and school to support students' academic, social, emotional and physical development. The site support teacher builds continuity of student learning over time. SSTs are held with follow-ups for students experiencing difficulty meeting grade level standards.

There will be one hour of intervention provided to all students by certificated teachers in math and language arts on a daily basis.

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

Teachers and parents have identified K/1 as the highest priority area for intervention as a result of students entering school with depressed receptive/expressive language development and under-developed school readiness. Vocabulary is low for students in the bilingual and English strands. This is further substantiated by Brigance Data in comparison to the District. Therefore, the SSC approved the allocation of categorical funds for early intervention to enable under-performing students to meet standards in the following ways:

- 1) Use of focal students in each classroom to monitor student progress to grade level standards mastery through cycles of inquiry based on formative assessment date.
- 2) Reading Recovery focused on K/1 with instructional services provided at 2/3 grade levels through literacy circles.

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

Sanchez staff has participated in a range of professional development activities provided by Just For The Kids California in conjunction with Springboard School Network during professional development days, faculty meetings, and for the Leadership Team to learn to use STAR test data to drive academic achievement. Every teacher has identified three focus students performing in the Basic Proficiency range in English Language Arts to monitor their academic progress and look into instructional strategies to accelerate learning. Two focal students are EL/Latino and one is AA when possible. The Basic Proficiency level was chosen because previously attention was directed to the Far Below and Below Basic students with the result that a flat trend was identified for students moving from Basic to Proficient.

To monitor student learning of the standards taught in Houghton Mifflin and Harcourt Math, the SCOE assessments have been used for all students, including the focal students. Teachers are building their capacity to use data to inform their instruction through professional development emphasizing the focus student model.

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

As a result of the *STAR Schools Initiative*, Sanchez has an Instructional Reform Facilitator who works with teachers in the classroom to more effectively differentiate instruction. *STAR* team visited Sanchez providing feedback and recommendations to improve teaching and learning twice during the year. A 1.0 FTE Parent Liaison is funded through the Dream Schools Initiative to support increased parent involvement, along with a Site Support Substitute Teacher and Student Advisor. Supplemental homework packets are sent home on a weekly basis to provide extended learning opportunities for students and increased family involvement in the students' learning. A strong partnership with Edgewood Center for Children and Families has been established to provide prevention mental health services to K-3rd grade students. This will continue for 2007-2008.

The IRF will work with the principal, vice-principal and grade level teams to develop grade level writing rubrics based on HM that are aligned with standards in order to have a consistency for assessing student writing proficiency. Anchor papers will be identified to post in every classroom for parent conference week.

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

With concerted efforts over the past few years to increase the effectiveness of the instructional program being implemented, the focus at this time is to improve regular school attendance (both punctuality and daily attendance) to ensure that students take advantage of these learning opportunities. Myriad motivational initiatives have been launched to improve school attendance. The SART is in place to closely monitor students' attendance patterns. These have had a positive impact (a 5% increase in attendance in comparison to the previous year), however district obstacles have been identified with the instructional schedule starting at 7:55 and approximately 30% of our students bused. The data section of the Academic Plan corroborates this area of emphasis. One major recommendation, approved by the SSC, to improve student attendance patterns was to more closely coordinate school schedules with Everett Middle School for families in the neighborhood. This has occurred as a result of both schools being involved in the Dream School Initiative during the 2005-2006 school year. Sanchez School is involved in a special project with the District Attorneys Office to continue this effort to improve student attendance. Representatives from the District Attorney's Office and SFPD have been involved in several initiatives focused on improving student attendance patterns. This partnership began during the 2006-2007 school year.

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

The current program has the following areas of improvement identified through the Needs Assessment conducted for Sanchez School with the assistance of Springboard Learning:

- Sanchez needs to have a comprehensive balanced literacy program implemented consistently across grade levels and instructional strands – ELD, Bilingual, and SPED. Teachers need support to implement the UA of the Houghton Mifflin reading program and to use student performance data to inform instruction. Teachers use SCOE data effectively in the areas of math and language arts through OARS.
- Professional development has been identified as high priority in the following areas:
 1. Focused approach related to Houghton Mifflin to increase frontloading for English Language Instruction.
 2. A school-wide emphasis on the writing process anchored in H.M. rubrics and developed for each grade level and instructional strand. An emphasis will be on writing across the curriculum.
 3. Transitional Literacy Program for EL students at the second-fourth grade levels.
 4. Reading Recovery instructional strategies to increase student fluency and reading comprehension during UA time.
 5. Strategies to teach academic language through math and other subject areas and to increase the use of manipulatives to enhance student conceptual development of standards-based math concepts.
 6. English Language Development instruction based on Rigby adopted curriculum.

Insert SARC Highlights

ACADEMIC PLAN EXECUTIVE SUMMARY

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

Data Conclusions related to Goal 1:

Academic Growth to Close the Achievement Gap

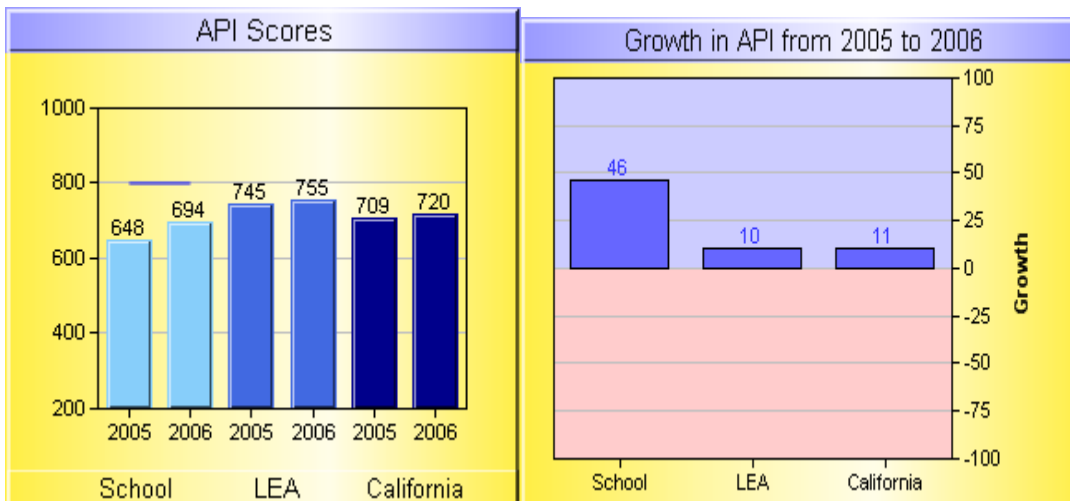
- All subgroups met the AYP student learning goals for Spring 2006, demonstrating a significant increase of the % moving from Basic and below to Proficient in Math. However, in ELA the EL and Disability subgroups did not achieve at the AMO of 24.4%. Below you find test data to substantiate these student learning trends.

	<u>2004</u>	<u>2005</u>	<u>2006</u>	Increase/Decrease in % <u>Achieving Proficiency</u>	Remaining <u>Achievement Gap</u>
• Schoolwide % achieving proficiency in math	31.3%	34.3%	46.7%	+12.4%	-
Latino subgroup % achieving proficiency in math	27.8%	33.3%	45.3%	+12%	1.4%
AA subgroup % achieving proficiency in math	19.5%	23.1%	41.2%	+18.1%	5.5%
EL subgroup % achieving proficiency in math	28.4%	31.5%	42.9%	+11.04%	3.8%
Disab. subgroup % achieving proficiency in math	23.2%	13.2%	33.3%	+20.1%	13.4%
Schoolwide % achieving proficiency in ELA	20%	28.6%	27.5%	-1.1%	-
EL subgroup % achieving proficiency in ELA	15.6%	20.2%	17.3%	-2.9%	10.2%
Disab. subgroup % achieving proficiency in ELA	18.6%	7.7%	20.5%	+12.8%	7%
Latino subgroup % achieving proficiency in ELA	14.7%	25.6%	27.3%	+1.7%	.2%
AA subgroup % achieving proficiency in ELA	15.6%	38.5%	23.5%	-15%	4%

API Growth

2003-2004	+38	all subgroups exceeded State goals
2004-2005	+21	all subgroups exceeded State goals
2005-2006*	+46	all subgroups exceeded State goals

*Average growth in SFUSD 10 API points/ for 2005-2006. Average growth for California schools 11 points per CDE data.



- In ELA, the lowest percentage reaching proficiency is the EL subgroup at 17.3%. This reflects a decline of 2.9% from 2005. The AA subgroup also exhibited a decline of 15% at proficiency.
- Additionally, all significant subgroups made positive growth to increase the % of students reaching proficiency in Math and English Language Arts by comparing 2004 to 2005 student achievement

data. Students with disabilities showed the most positive growth with 20.1% increase in math proficiency and 12.8% in ELA comparing 2005 to 2006 CST data.

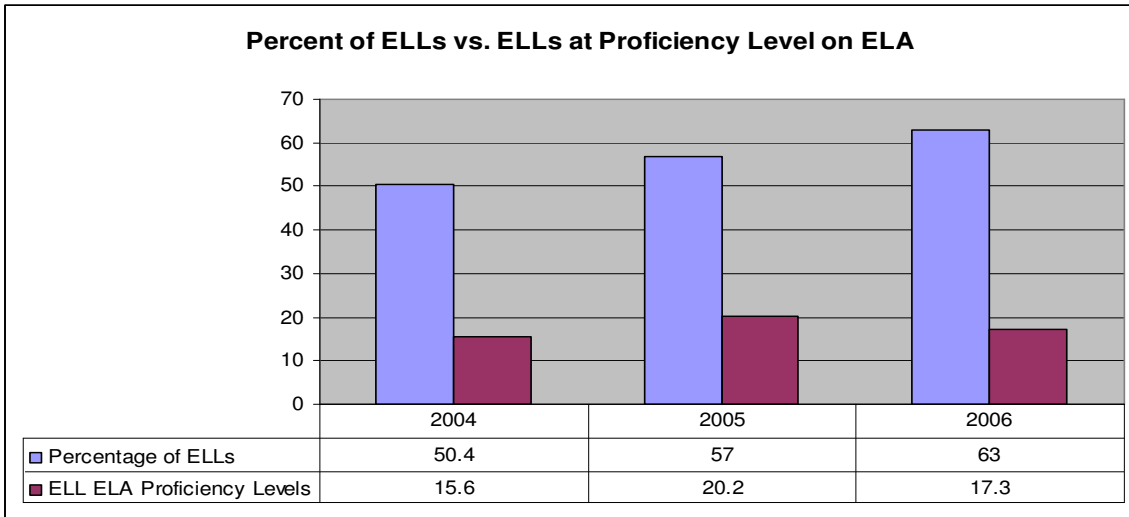
- Overall, student achievement is improving with API targets achieved by more than three times for all subgroups in Spring, 2006 with the most significant gains being three times the target for Latino and four times the target for African American students. This is a four year trend in sustained academic achievement and is steadily closing the achievement gap comparing API growth in SFUSD and statewide.

Defining the Achievement Gap

- The EL subgroup is the lowest % reaching proficiency in ELA with 17.3%. The second lowest subgroup is the Students with Disabilities subgroup with 20.5% reaching proficiency. This represents an achievement gap of 10% for the EL students who have not reached proficiency in comparison to the schoolwide % of 27.5%. For the Students with Disabilities subgroup the achievement gap is 7% in ELA. The AA subgroup has an achievement gap of 4% in ELA.
- In math, the lowest performing subgroup is the AA with 41.2% reaching proficiency in comparison to 46.7% schoolwide. There is an achievement gap differential of 5.5% compared to 34.3% schoolwide.
- Students enter Sanchez lacking adequate school readiness skills to be able to perform at grade level standards in Kinder. 67% of kindergarten students scored in the bottom two quartiles on the Brigance Test. This represents a 20% overrepresentation in the bottom two quartiles compared to other schools in San Francisco Unified School District (SFUSD). The resulting achievement gap persists as students move from grade to grade.
- An achievement gap is evident between African American and Latino students and their Caucasian and Asian Counterparts across the district and the state in the areas of ELA and Math. However, according to Spring, 2006 STAR data, Sanchez School is making significant strides to close this gap.
- Additionally, the AA subgroup showed a –15% demonstrating proficiency in ELA

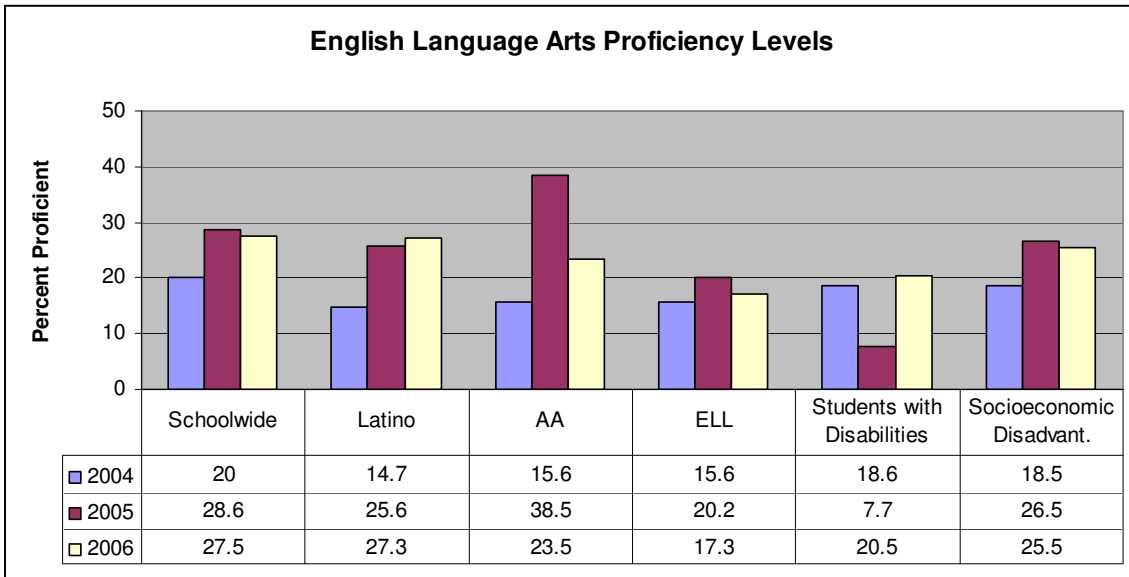
Deepen Analysis of English Language Arts and Math

In spring 2006, only 17.3% of ELLs achieved proficiency on the ELA compared to 27.5% of the schoolwide population. Sanchez's rising ELL population contributed to the school's complex educational needs. In 2004, the percentage of ELLs was 50%, this rose to 59% in 2005 and, finally, 63% in 2006. While the math achievement levels have continued to rise, Sanchez's ELA scores have decreased with the rise in English Language Learners. On the ELA test, only 17.3 % passed the ELA test compared to the 20.5% in the previous year. Sanchez's ELL population will most likely rise next year, and the Sanchez staff is motivated to refine their pedagogical strategies for ELLs in order to accelerate the English proficiency and thereby raise the ELL ELA score to close the school math and ELA achievement gap.



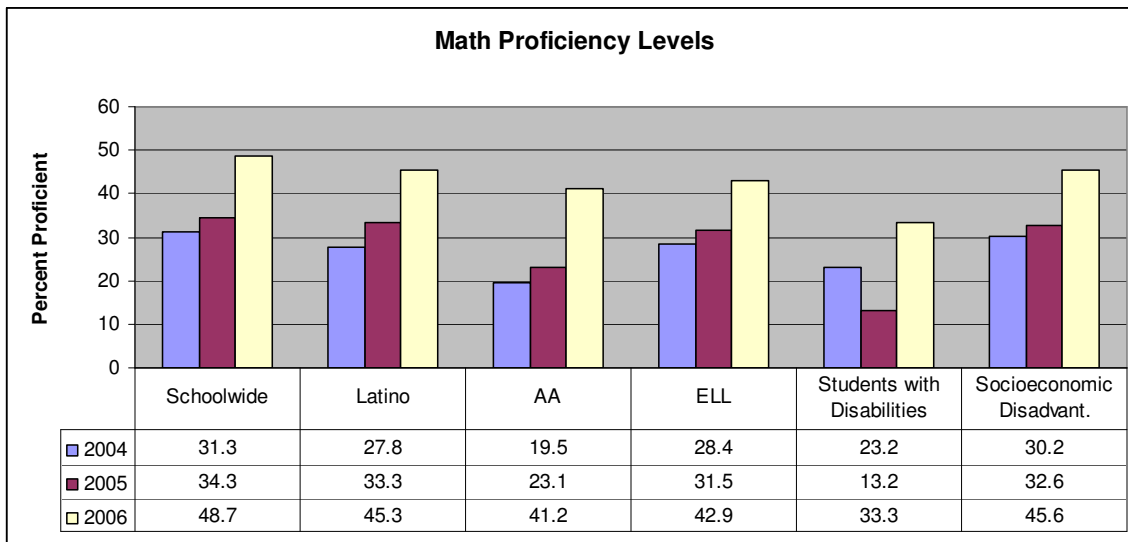
This school year, the ELD program has been redesigned to include three additional certificated resource staff, to regroup students according to English proficiency levels, and to increase the instructional time for 30 minutes to 45 minutes on a daily basis.

The ROCI process coupled with focal students helps Sanchez teachers to continue honing pedagogical practices for the African American subgroup. Only 23.5% of Sanchez's African American students scored at proficiency compared to 38.5% in spring, 2005. Each teacher selects three focal students, two being ELL students and one being an AA student.



Mathematics

Sanchez's commitment to learning is evident in the school's rising math proficiency levels. Last year, the school worked with a district math coach who utilized the ROCI approach with the faculty. This collaboration resulted in a spike in the math proficiency levels. The Latino subgroup grew 12 percentage points; the African American student body proficiency levels rose 18.1 percentage points; ELLs' proficiency rates increased by 11.4 percentage points, and, finally, the Students with Disabilities proficiency levels improved 20 percentage points. With such a motivated staff and an experienced administration, the ELA scores will also follow this upward trend.



Conclusions from Parent, Teacher and Student Surveys and community meetings:

- A schoolwide parent participation organizational structure has been designed and is being implemented with the following components: 1) a parent classroom support group for each classroom; 2) representatives from each classroom support group form a schoolwide leadership team who receive training and make reports to the faculty, SSC, and other associated community organizations
- Expanded opportunities for parent involvement and learning to support student learning have been taking place with parent seminars through the Parent Institute for Quality Education (PIQE) a 510 (C) (3) organization dedicated to innovative educational reform by informing and motivating low-income parents to become knowledgeable about how to navigate the school system and to seek the educational opportunities available for their children. Follow-up is occurring through a parent education project with the Mission Learning Center.
- A stronger connection is needed between the Pre-K and the K-5 instructional program to begin to narrow the achievement gap as early as possible. An additional half-day Pre-K is being implemented and efforts are being made to expand it to a full day program. The half-day Pre-K passed the ECERS quality assessment in February 2007.
- Teachers and parents ranked the maintenance of lower class size as their highest priority, with a student to teacher ration of 24 to 1 at the 4/5 grade levels. This lower class size provides for more individualized and small group instruction to differentiate instruction according to students' needs to narrow the gap between their skill level and grade level standards.
- Teachers have identified the need for more professional development in the Focused Approach and writing instruction as part of Houghton Mifflin as a priority area, along with time to discuss the implementation of the language arts program.
- Teachers are interested in visiting a school with similar demographics where students consistently meet state standards. This has occurred and will continue with the collaboration through JFTK. Additionally, teachers want to deepen and broaden their knowledge and skill level of using the R.O.C.I. process with focal students in math and languages to systematically close the achievement gap. A partnership will be pursued with Partners for School Innovation to provide greater on-site professional development for teachers and administrators.
- Sanchez School has been one of two model elementary schools identified by the Arts Education Funders' Collaborative as models for the Visual and Performing Arts in SFUSD. All students receive instruction in drama, dance, music and visual arts per the California Visual

and Performing Arts framework. Arts specialists deliver the arts-based instruction to the students. The need exists to better coordinate the arts program with core curriculum delivered by the classroom teacher. This will be achieved by providing the classroom teacher professional development in arts integration into the core curriculum.

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

The objectives remain the same for the 2006-2007 school year and the 2007-2008 academic year.

Objective 1: By Spring, 2008 there will be a 10% increase of Latino, EL and Students with Disabilities at the proficient level in ELA as measured by the CST.

Objective 2: By Spring, 2008 there will be a 10% increase of AA students at the proficient level in ELA as measured by the CST.

Objective 3: By Fall, 2008 there will be a 20% reduction of students entering Kinder, from the Sanchez PreK program, performing in the bottom quartile as measured by Brigance.

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

1. All teachers will analyze data from formative/summative assessments identifying below proficient students from the EL, Latino, Students with Disabilities and AA subgroups. Teachers will develop year-long intervention plans in ELA and Math. Teachers will use the Results Orientated Cycle of Inquiry during grade level meetings to guide their collaboration. This will be achieved through a formal partnership with Partners In School Innovation to provide PD and coaching in the ROCI process during the school year.
2. Extended learning time will focus on support to students in addressing the skills gap in ELA and Math with an additional 60 mins. of daily instruction delivered by the classroom teacher.
3. Expand the PreK program to serve more students, for a greater length of time, while increasing the quality of instruction through professional development and a closer alignment between instruction and grade level standards in math and language arts.

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

Data Conclusions related to Goal 2:

- 80% of GATE students are performing at proficient or above on Math/ELA according to the CST.
- According to the Spring 2006 California Physical Fitness Test results, 81% are not in the Healthy Fitness Zone (HFZ) for Aerobic Capacity, 23% are not in the HFZ for body composition, and 23% are not in the HFZ for upper body strength.
- 59% of the EL students met the target of moving up one performance level on the CELDT.
- 79.5% of SPED students are performing at the Basic Level or below in ELA according to Spring, 2006 CST and 86.8% are performing at Basic Level or below in Math.

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

Objective 1: EL students will demonstrate one level of growth in English as measured by the CELDT.

Objective 2: All EL students will receive a minimum of 40 minutes of daily instruction from the District ELD program in order to increase the number of students moving up one performance level on the CELDT by 10%.

Objective 3: All SPED identified students will make one level of growth in proficiency in math/ELA as measured by the CST.

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

1. Teachers will meet to review benchmark assessments and measure progress of their identified focal students. Teachers and administrators will engage in P.D. related to the ROCI process on an ongoing basis, classroom coaching, etc. The 2nd and 5th grades will be focal grade levels for the Partners In School Innovation Project.
2. Instructional schedules will be designed for each grade and adhered to by classroom teacher instruction that meets the required minutes of instruction for each subject area.
3. EL students receive 40 mins. of systematic ELD instruction from the District adopted materials on a daily basis through a schoolwide approach involving resource staff to most effectively differentiate instruction according to students' CELDT levels. Students are clustered according to ELA proficiency and resource staff, such as Technology Teacher, Literacy Specialist, and IRF have groups of students to refine groups and lower class size. Also, SDC class teachers provide this student clustering. K-1, 2 and 3-5 grades have common block times for ELD instruction.
4. GATE and SPED students receive core curriculum instruction for all subject areas with the required number of instructional minutes. Emphasis will be on an effective and full implementation of H.M. Reading and Harcourt Math.
5. SPED and regular education teachers plan together and SPED students receive core curriculum through standards aligned instruction. There are SPED strand meetings on a monthly basis. Regular meetings will be established to have K-2 and 3-5 SI/SDC teachers and K-2 and 3-5 LH/SDC teachers meet in order to build a continuum of learning from K-5 grades within each SDC grade level configuration.

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

Data Conclusions related to Goal 3:

- From 2002-2005 there has been a steady improvement of 4th grade students demonstrating mastery of grade 4 writing standards with 53.2% exhibiting proficiency in 2002, 61% in 2003, 66% in 2004, 85.1% in 2005, with a decline to 72.7% in 2006. This decline in 2006 affirms the emphasis given this year on P.D. in writing through The Write Tools. This is a schoolwide emphasis PreK-5th grade. The goal is to have a 10% increase each year in the % of students demonstrating 4th grade writing proficiency per the 4th grade California Standards Writing Test.
- According to SCOE formative assessment data, there is a lower % of second-fifth grade EL students demonstrating benchmark mastery than their respective grade level peers.
- The 3rd and 4th grade students exhibited a significant increase in the % of students exhibiting math proficiency in comparison to Spring, 2006 test data. At the second grade level in math, there was a significant decline on the % of students at Basic and Proficient in comparison to Spring, 2006 test data. Fifth grade students showed an increase of proficient students in ELA, but showed a decline of % of students proficient in math.
- Parents/caregivers ranked using computers across the curriculum as one of their highest priorities given the projected employment trends in this sector of the economy in the future.

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

Objective 1: By April 2008 80% of the students will perform at benchmark on the fluency, vocabulary, and comprehension components of the SCOE assessment.

Objective 2: By April 2008 80% of the students will perform at benchmark level on the SFUSD Mathematics assessments for grades 1-5.

Objective 3: Each grade-level will show a 20% gain in the number of students moving up one level in math proficiency as measured by the CST. For fourth and fifth grade students, there will be a 25% increase of students reaching Basic and Proficient as measured by the CST in math.

Objective 4: All students will receive 100 mins. of quality P.E. instruction on a weekly basis through the collaboration of a 1.0 FTE PE Specialist with the classroom teacher as required by the EC. The PE Specialist will provide direct instruction to students and also implement a P.D. model to increase classroom teacher effectiveness to teach P.E. in an age appropriate manner. This will be measured by principal observation and lesson plan review. A Sports4Kids program will be implemented during the school day as part of PE along with recess, lunchtime, and after school that addresses the physical, emotional and cognitive needs of children by coordinating full day play and physical activity programming.

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

1. All teachers will effectively use front loading strategies for their lowest performing students in order to increase success and access to core academic learning in math and language arts by increasing students' vocabulary development. This will be accomplished by each teacher having a vocabulary wall with visual aids to support students' vocabulary learning in Math and ELA.
2. All teachers consistently implement H.M. program using Reading First assurances to guide implementations. Teachers by grade level will plan units of instruction based on R.F. and math benchmark data from each unit.
3. At the 4/5 grade levels, continue to implement the plan for having each teacher instruct one grade level of H.M. for a 2.5 hour block and a leveled group for math for a 1.5 hour block. This requires the cooperation of ELD, Bilingual and SPED teachers to have common blocks of language arts and math instruction which reflect the required number of minutes for each subject area.
4. All teachers will effectively teach Step Up To Writing/The Write Tools in order to increase student writing proficiency across the curriculum. District writing rubrics to assess student writing will be used to be consistent with other schools across the district.
5. The PE Specialist will partner with classroom teachers to provide an appropriate PE instruction according to students' grade level and ability. This will occur at least once per week per classroom. Additionally, the PE and technology teacher will provide services as part of the enrichment program, based on parent interest and needs, related to students.
6. The IRF and Math Content Specialist will meet Grade level Teacher teams to analyze benchmark math assessments, develop action plans based on the analysis, and evaluate effectiveness based on the next benchmark assessment results.
7. Teachers will meet to review benchmark assessments and measure progress of their identified focal students. Teachers and administrators will engage in P.D. related to the ROCI process on an ongoing basis, classroom coaching, etc. The 2nd and 5th grades will be focal grade levels for the Partners In School Innovation Project.

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

Data Conclusions related to Goal 4:

- Suspension rate and discipline referral rate have declined significantly in comparison to previous year.
- Attendance has improved by 2% comparing 2004-2005 ,2005-2006 and 2006-2007 attendance rates and trends. Attendance is at 93% with the target being 95%.
- Tardies have declined by 20% as measured by the # of students arriving late in comparison to the 2005-2006 school year and the 2006-2007 academic year.
- School climate has improved over the past three years as evidenced by fewer student suspensions and less disciplinary referrals.

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

Objective 1: As measured by Principal and Vice-Principal observation and lesson plan, all teachers will effectively use TRIBES methodology on a daily basis to build a sense of belonging, inclusion, and to establish schoolwide norms for student behaviors. This will result in a 25% reduction in discipline referrals to the office.

Objective 2: The Sanchez School Community Behavior Plan will be explicitly taught by teachers in an age appropriate manner – as measured by Principal/Vice-Principal observation and lesson plan. This will result in a 10% reduction in student suspensions and discipline referrals.

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

1. All teachers will participate in follow-up Tribes professional development by certified Tribes trainers as part of the summer professional development for Dream School implementation.
2. All teachers will design and teach lesson plans using the Social Values of Respect, Responsibility, Honesty and Cooperation.
3. The School-Parent Dream School Contract will reflect expectations related to the key dimensions of student conduct and school attendance patterns. The Dream School Student Creed will be used on a daily basis to reinforce student expectations.
4. Certificated and classified staff will implement the Schoolwide Community Behavior Management Plan consistently in terms of strategies for positive reinforcement and the use of consequences for students who violated norms and expectations.

Objective 3: Student attendance rates will be at 95% for the 2007-2008 school year.

The above objectives will be achieved by the implementation of the following activities:

1. Continuous monitoring of student attendance, which includes daily positive reinforcement, quarterly attendance recognition assemblies, and biweekly meeting of the S.A.R.T. to assess and monitor student attendance patterns.
2. Intervene with parents/caregivers in order to improve student school attendance patterns.
3. Collaboration with Dropout Prevention Office and continue with collaboration with the D.A.'s office and SFPD for students with persistent tardies and absenteeism.

Goal 5: Parent and Community Involvement: 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, schoolwide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 5:

- Through sustained outreach efforts, attendance at parent conferences maintained at 85% as measured by parent conference sign-in logs.
- Attendance at SST/IEP increased from 96% to 97% as measured by IEP documents and SST minutes.
- Attendance at parent workshops and SSC meeting increased 5% from the previous year.
- Parents are generally pleased with the staff that is responsive to their children's needs.
- Expanded opportunities for parent involvement and learning to support student learning have been taking place with parent seminars in TRIBES and a Parent Leadership training implemented in conjunction with The Parent Institute for Quality Education that is dedicated to innovative educational reform by informing and motivating low-income parents to become knowledgeable about how to navigate the school system and to seek the educational opportunities available for their children. Follow-up is occurring through a parent education project with Mission Learning Center.
- Parents need more regular information related to grade level units of study in Math/Language Arts. Classroom teachers will be responsible to notify parents when beginning a new unit of study by distributing parent letters from HM and Harcourt. The Parent Liaison will assist with this initiative.
- Home visits have been a systematic strategy to engage parents in the educational process with support from SFOP, the Zellerbach Foundation, and a Nell-Soto grant has been submitted to the CDE.

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

Objective 1: By May 2008 at least 35 SST meetings will be completed along with follow-up for the most at-risk students (academic level, attendance, social/emotional/physical needs) as measured by SST documents and parent/staff sign-in forms.

Objective 2: By March 2008 parent participation in parent conferences will increase by 5% to 95% participation as measured by parent conference sign-in logs in comparison to current parent conference participation notes.

Objective 3: By October 2007 parent grade level workshops will be organized that will provide parents learning opportunities to support their children's learning in a specific area of language arts. This area will be identified by teachers so that a deliberate collaboration will be designed based on student data analysis that includes parent workshops in order to provide them the skills to support their children's learning at home.

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

1. The Outreach Consultant/Social Worker will provide teacher orientations to the SST process and will be responsible to facilitate and coordinate the SST process and to maintain proper documentation of the process.
2. The parent liaison will personally contact parents who have been reluctant to participate in parent conferences and attend the parent conference with the parent if needed. Additionally, workshops will be offered to parents, emphasizing the importance of parent involvement in conferences and its potential impact on student learning.
3. The School-Parent Dream School Contract will reflect the expectation that parents volunteer a minimum of three hours per month to support student learning. An explicit range of possibilities will be outlined for parents with both on-site and home-based activities to support students' success.

4. Monthly meetings will be held with principal and pertinent staff related to key topics with the overarching outcome being to more effectively engage parents/caregivers in their children's school learning in order to collectively support students' achievement at or above grade level standards in Math and Language Arts.

Action Plan

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

Student groups participating in this goal: All students including E.L., L, AA, Kinder

Performance gains expected for these students:

A. English Language Arts

- At least 36% from all subgroups will demonstrate proficiency or above as measured by the CST.
- Schoolwide at least 36% of the students will demonstrate proficiency or above as measured by the CST (Spring, 2006 27.5%).
- 80% of the students will demonstrate learning by moving one proficiency level from Spring, 2006 test results as measured by the CST.
- 10% increase of students who score proficient or above on the fourth grade CST in writing (Spring, 2006, 72.7%).

B. Math

- At least 45% from all subgroups will demonstrate proficiency or above as measured by the CST.
- Schoolwide at least 50% of the students will demonstrate proficiency or above as measured by the CST (Spring, 2006, 46.7%).
- 80% of the students will demonstrate learning by moving one proficiency level from Spring, 2006 test results as measured by the CST.

Means of evaluating *progress* toward this goal: Reading First SCOE Assessments For Language Arts K-5 grades. SFUSD Math assessments, LALAR, Brigance

Group data needed to measure academic gains: Scores on all measures disaggregated by subgroups by grade level: STAR Tests, CSWA, CELDT

Objective #1

- By Spring, 2008 there will be a 10% increase of Latino and EL students at the proficient level in ELA as measured by the CST.

Objective #2

- By Spring, 2008 there will be a 10% increase of AA students at the proficient level as measured by the CST.

Objective #3

- By Fall, 2008 there will be a 20% reduction of students entering Kinder, from the Sanchez PreK program, performing in the bottom quartile as measured by Brigance.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of standards-based instruction to content standards</p> <p>Students will participate on a daily basis in Houghton Mifflin/Lectura based language arts instruction and Harcourt Math program instruction. All students receive the following minutes of instruction in language arts: K = 90; 1-3 grades = 150; 4/5 = 120 and all K-5 students receive at least 90 minutes of instruction in math.</p> <p>Teachers will receive feedback on a weekly basis. Principal will align formal/informal observations with standards-based instruction and level of student engagement.</p> <p>Teachers make explicit connections to reading, writing and math standards during weekly sharing of Student Work Protocols facilitated by IRF in order that student performance improves at all grade levels related to math/reading/writing. Teachers meet to analyze data for formative/summative assessments identifying focus students from EL, Latino, AA subgroups. Teachers plan instruction based on data to pre-teach and re-teach within the core and extended learning time.</p> <p>Grade level teachers identify “power standards” in reading, writing and math to concentrate on throughout the year. Power standards will be posted in each teacher’s classroom and throughout the school. Student performance for all subgroups significantly improves over time.</p>	<p>Principal/Vice-Principal/IRF/ All Teachers.</p> <p>Principal/Vice-Principal</p> <p>Principal/ Vice-Principal/ IRF/ RF Coach/All Teachers.</p> <p>Principal/Vice-Principal/IRF/ Teachers</p>	<p>8/2007-6/2008</p> <p>a. 8/2007-6/2008 b. 10/2007-6/2008</p> <p>8/2007-6/2008</p> <p>8/2007-6/2008</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p> <p>\$1000 materials for posters/lamination/etc.</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p> <p>Dream School/CD</p>

<p>1.2 Improvement of research-based instructional strategies and materials</p> <p>Strategies such as reading and mathematics intervention programs will be provided for all children below the proficient level to meet the State’s proficient and advanced levels of student academic achievement as cited in NCLB section 1111(b)(1)(D).</p> <p>Students receive differentiated instruction during UA time for 30 mins. daily within the core instruction time.</p> <p>STAR recommended Walk Throughs are conducted 2x per year to strengthen continuity in classroom environments and instructional practice throughout the school.</p> <p>All teachers receive a week of professional development to implement the Houghton Mifflin reading program during August: Focused Approach Teachers participate in District Sponsored Professional Development related to Math and Language Arts Institutes</p> <p>Teachers participate in PreK-2 and 3-5 Grade focused P.D. entitle “Expanding Your Toolbox” focused on The Write Tools for Primary and Level I writing to a prompt, including Compare/Contrast Writing (3-5) Day #1. Day #2 The Write Tools for Active Reading Strategies, including Response to Literature.</p> <p>Materials will be purchased to deepen student engagement.</p> <p>The Waterford computer-based early reading program will be used in the computer lab as apart of the R.F. Focus on primary grades. A similar Spanish Language software program will be identified.</p>	<p>Principal/Vice-Principal/ Teachers/IRF/After School Program staff</p> <p>Principal/V.P./Teachers/IRF</p> <p>Principal/V.P./Teachers IRF</p> <p>Executive Director Teaching and Learning/ Principal/Teachers/IRF Coach</p> <p>Principal/Vice Principal</p> <p>Principal/VP/Teachers</p> <p>Principal/VP/Technology Teacher, Literacy Specialists</p>	<p>9/2007-6/2008</p> <p>8/2007-6/2008</p> <p>10/2007-3/2008</p> <p>8/14-8/18/07</p> <p>8/23/07 and 8/24/07</p> <p>8/2007-4/2008</p> <p>8/2007</p>	<p>\$65,000 for staff implementing after school program (4 pm – 6 pm)</p> <p>N/A</p> <p>Subs \$2.5K</p> <p>Extra Hours \$3000</p> <p>\$4,000</p> <p>\$21,140</p> <p>\$50,000</p>	<p>SB1756/21st Century</p> <p>N/A</p> <p>WSF</p> <p>Reading First/AB466</p> <p>WSF</p> <p>WSF, Title One, LEP</p> <p>WSF</p>
<p>1.3 Extended learning time/increased</p>				

<p>educational opportunity</p> <p>All children, particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards required by section 1111(b)(1) will continue to receive and work on extended learning activities such as Time For Kids, Homework Packets, and Test Ready materials. Bilingual para will assist students and parents with this test.</p> <p>Extended learning time will focus on support to students in a addressing the skill gap in ELA and math with an additional 60 mins. of daily instruction delivered by the classroom teacher.</p> <p>8/2007 Contract out with CBO/ Mission Learning Center, Marsh Theater, Columbia Park Boys and Girls Club. 11/2007-3/2008 Program Monitoring/ Refinement 4/2007-5/2008 Program Evaluation 9/2007- 6/2008 Program Implementation/Monitoring Emphasis will be to articulate the after school program core curriculum to have a coherent learning system for students.</p> <p>K-1 students receive instruction from Reading Recovery Teacher through 60 minute daily intervention program in receptive/expressive language development, phonemic awareness, and decoding skills.</p> <p>Students receive instruction from CTI Teacher for 30 minutes daily through technology based writing process for 2-5 grade students performing at Basic or below in grade level standards that strengthens the H.M. Reading-Writing Workshop.</p> <p>Students receive individualized instruction through parent/community volunteers providing literacy support coordinated by parent liaison to students performing at Basic level or below in language arts at all grade levels.</p>	<p>Principal/IRF/Parent Liaison/Teachers/Lead Teacher</p> <p>Principal/Classroom Teachers</p> <p>Principal/Vice Principal/ IRF/Lead Teacher CTI Teacher</p> <p>Principal/VP/IRF/ Reading Recovery Teacher</p> <p>Principal/ VP/IRF/CTI Teacher/ Classroom Teachers</p> <p>Principal/ VP/Parent Liaison</p>	<p>9/2007-6/2008</p> <p>8/2007-6/2008</p> <p>8/2007 11/2007-3/2008 4/2008-5/2008</p> <p>9/2007- 6/2008</p> <p>8/2007-6/2008</p> <p>9/2007-6/2008</p>	<p>\$77,702 for IRF Salary Parent Liaison \$51,654</p> <p>\$90,923 for one hour beyond existing teacher workday</p> <p>\$77,702 to fund after school staff</p> <p>\$77,702 for RR Teacher Salary</p> <p>\$77,702 for CTI Teacher</p> <p>Parent Liaison \$51,654</p>	<p>STAR SB1756/21st Century CD</p> <p>Dream School/CD</p> <p>Dream School/CD</p> <p>Dream School</p> <p>Dream School/CD</p> <p>Dream School/CD</p>
--	--	--	---	---

<p>Provide a Wrap Around Full Day Preschool Program to 16 students who qualify and have a high likelihood of continuing into the Kinder program, to increase academic readiness for future incoming students. An additional Pre-K program will be instituted to serve more students. Bilingual para to assist with program implementation. The 2nd 1/2 day PreK will be expanded to full day 8 am – 3pm, serving 24 four year olds.</p> <p>SPED students receive differentiated instruction through IEPs aligned with standards in order to compensate for identified disabilities.</p> <p>Hire an additional 4/5 bilingual teacher to comply with Q.E.I.A. requirement of lowering class size at the 4-5 grade levels.</p>	<p>Principal/Vice Principal/ Pre-K Teacher</p> <p>Parent Liaison Para</p> <p>Principal/VP/RSP/All Certificated Staff/Paras</p> <p>Principal/V.P.</p>	<p>9/2007-6/2008</p> <p>8/2007-6/2008</p> <p>5/2007-6/2008</p>	<p>Parent Liaison \$51,654 PreK Teacher \$77,702 Para \$22,068</p> <p>N/A</p> <p>4/5 Q.E.I.A. teacher \$77,702</p>	<p>STAR PreK Program CD</p> <p>N/A</p> <p>Q.E.I.A.</p>
<p>1.4 Staff development and professional collaboration</p> <p>All teachers participate in ROCI P.D. through partnership with Partners In School Innovation that involves pre-service and in-service professional development.</p> <p>Professional development activities that address the language and academic needs of ELs will be provided through an emphasis on the new ELD curriculum. On 8/24-8/25 there will be a professional development seminar on “Step Up To Writing” in order to institute a schoolwide approach to writing while using the H.M. rubrics to assess student writing development.</p> <p>K-5 teachers, SDC teachers attend summer professional development related to Houghton Mifflin adoptions materials and related instruction in August. P.D. will be differentiated according to teachers’ previous P.D. experience related to H.M.</p>	<p>Principal/V.P. and all Certificated Staff</p> <p>Principal/VP/Leadership Team</p> <p>Principal/VP/Teachers/IRF RR Teacher, RSP</p>	<p>8/20 and 8/21</p> <p>8/23-8/24/07</p> <p>Dates TBD --focus approach and writing --AB466 New Dates TBD --AB44 --Lectura Advanced</p>	<p>Educators from P.I.S.I. \$110,000</p> <p>Presenters for Step Up To Writing/Write Tools \$4K</p> <p>Teacher Stipends Per Reading First Agreement</p>	<p>Dream School/CD, WSF</p> <p>Dream School/CD</p> <p>Reading First</p>

<p>All teachers consistently use grade level team time to conduct cycles of inquiry related to teaching, student learning levels, and grade level standards. Focus students selected from specific subgroup based on data analysis: EL/Latino, AA, Kinder.</p> <p>Technology Specialist and IRF will support the implementation of the H.M. writing component using laptop computers.</p> <p>Teachers participate in District Sponsored Professional Development Institutes related to language arts and math.</p>	Principal/VP/Teachers/IRF	--Lectura New 9/2007-6/2008	\$39K .5 Visual Arts Teacher \$39K .5 PE Teacher \$39K .5 Music Teacher \$77,702 1.0 Tech Teacher	Dream School
	Technology Specialist/IRF	9/2007-6/2008	1 FTE CTI Specialist \$77,702	Dream School/CD
	Principal/VP/Teachers	October 2007 October 2007	N/A	N/A
<p>1.5 Involvement of staff, parents and community</p> <p>Parents and community members understand the achievement gap and the concrete steps the Sanchez community (parents, staff, students and other stakeholders) are taking to narrow this gap. All parents, students and staff sign the Dream School contract outlining roles and responsibilities.</p> <p>Benchmark results for Math and Language Arts will be published in a prominent location of the school for each grade level as a cumulative grade level bar graph for each assessed curricular sub area. This will also be published in the parent newsletter.</p> <p>Parents are informed about grade level standards and expectations in language arts and math.</p> <p>Parents participate in Leadership Academy seminars focused on topics they have identified, such as student motivation, middle/high school, university requirements, stages of human development, access to community services, etc.</p> <p>Partnership with SFOP approved by SSC to provide a variety</p>	Principal/Teachers Social Workers/Parent Liaison	8/2007-6/2008	1.1 Social Worker \$83K	Dream School/CD/Prop H
	Principal/Parent Liaison/IRF	9/2007-6/2008	N/A	N/A
	Parent Liaison/ Principal/Teachers	9/2007-6/2008	1 FTE Parent Liaison \$51,654	Dream School
	Parent Liaison/Social Workers	8/2007-6/2008	1.0 Parent Liaison \$51,654 1.1 Social Worker \$83K	Dream School/Prop H
	Principal/Vice-Principal/Parent	9/2007-6/2008	\$2000 transportation	WSF, Title One

<p>of services to parents, staff, and students will be implemented at Sanchez School in conjunction with parent involvement infrastructure support.</p> <p>Parents will engage in workshops that focus on strategies to use at home to support learning.</p>	<p>Liaison/SFOP</p> <p>Principal/Vice-Principal/Parent Liaison/SFOP/PIQE</p>	<p>9/2007-6/2008</p>	<p>\$7,000</p>	<p>WSF, Dream School</p>
<p>1.6 Non-academic support services (auxiliary services) for students and parents</p> <p>1.0 FTE social worker will provide auxiliary services to students and parents associated with social, emotional, and physical domains of child development and its impact on academic achievement through the SST process when appropriate and other strategies to facilitate communication and coordination of necessary services. The goal of these supplemental services is to increase academic achievement.</p> <p>The elementary advisor will be a member of SART to assist students and parents related to regular school attendance, social skill development and academic achievement by carrying out an attendance recognition program and organizing student data related to attendance patterns and conferring with social worker and principal as necessary.</p> <p>EMI paraprofessional provides mental health services to K-3 students with school adjustment needs.</p>	<p>Principal and Social Worker</p> <p>Elementary Advisor Social Workers</p> <p>Social Worker EMI Para</p>	<p>8/2007-6/2008</p> <p>8/2007-6/2008</p> <p>9/2007-6/2008</p>	<p>1.1 Social Worker \$83K</p> <p>Elem. Adv.\$39K 1.0 Social Worker \$75K</p> <p>1.1 Social Worker \$83K 1 EMI Para \$24K</p>	<p>Dream School/Prop H</p> <p>Dream School</p> <p>Dream School/Edgewood/Prop H</p>
<p>1.7 Monitoring program implementation and results</p> <p>The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines.</p> <p>CELDT, LALAR, and other assessment results will be used to inform appropriate instruction which includes SDAIE strategies and native language instruction – especially in the K-5 bilingual program.</p>	<p>Principal, VP, RSP, Speech, SDC Teachers</p> <p>Principal, VP, All Teachers</p>	<p>9/2007-6/2008</p> <p>9/2007-6/2008</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>

Program implementation is monitored by weekly principal walk-throughs, formal and informal observations, peer observations and Student Work Protocols.	Principal, VP, All Teachers	8/2007-6/2008	N/A	N/A
Staff will conduct whole school walk-throughs twice per year to determine strengths and areas for future development.	Principal, VP, All Teachers	11/2007-3/2008	\$1,000 Substitutes	WSF
Student reading progress in H.M. is monitored through SCOE assessments and CST summative assessments. The two focus students will be part of this emphasis.	Principal, VP, All Teachers	8/2007-6/2008	N/A	N/A
Students' reading progress is monitored after each H.M. theme by SCOE assessments. Results are shared within and across grade levels using OARS.	Principal, VP, All Teachers	8/2007-6/2008	N/A	N/A
Student math progress will be monitored through use of SFUSD math assessments with OARS. District Math Content Specialists will collaborate with Grade Level Teacher Teams to accelerate student mastery of math standards.	Principal,/All Teachers/IRF	8/2007-6/2008	N/A	N/A
Student results are monitored through the STAR Test results analysis with JFTK and P.I.S.I.	Principal, All Teachers	8/2007-6/2008	N/A	N/A

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.

Student groups participating in this goal: All students, including EL, SPED and GATE.

Performance gains expected for these students:

A. English Language Arts

- At least 36% from all subgroups will demonstrate proficiency or above as measured by the CST.
- Schoolwide at least 36% of the students will demonstrate proficiency or above as measured by the CST (Spring, 2006 27.5%).
- 80% of the students will demonstrate learning by moving one proficiency level from Spring, 2006 test results as measured by the CST.
- 10% increase of students who score proficient or above on the fourth grade CST in writing (Spring, 2006, 72.7%).

B. Math

- At least 45% from all subgroups will demonstrate proficiency or above as measured by the CST.
- Schoolwide at least 50% of the students will demonstrate proficiency or above as measured by the CST (Spring, 2006, 46.7%).
- 80% of the students will demonstrate learning by moving one proficiency level from Spring, 2006 test results as measured by the CST.

Means of evaluating progress toward this goal: SCOE Assessments in language arts; SFUSD Math Assessment; CST summative assessments; formative data collected by classroom teachers; reflections from Student Work Protocols; Harcourt Math assessments, LALAR, CELDT.

Group data needed to measure academic gains: Scores on all measures disaggregated by subgroups by grade level: STAR Tests, CSWA.

Objective #1

- All students receive 30 minutes of daily writing instruction. Students will show an improvement in writing as measured by the R.F. writing rubric. Fourth grade students will demonstrate a 10% increase in writing proficiency as measured by CST for Spring, 2008.

Objective #2

- All EL students will receive a minimum of 40 minutes of daily instruction from the District ELD program in order to increase the number of students moving up one performance level on the CELDT by 10%.

Objective #3

- All students will receive 100 mins. of quality P.E. instruction on a weekly basis through the collaboration of a 1.0 FTE PE Specialist with the classroom teacher as required by the EC. The PE Specialist will provide direct instruction to students and also implement a P.D. model to increase classroom teacher effectiveness to teach P.E. in an age appropriate manner. This will be measured by principal observation and lesson plan review. A Sports 4 Kids program will be implemented during recess, lunchtime, and after school that addresses the physical, emotional and cognitive needs of children by coordinating full day play and physical activity programming.

Objective #4

- All SPED students receive the core curriculum through instruction that is focused on students' ZPD which results in 80% of the students making one level growth on the CST or CAPA.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>2.1 Alignment of instruction with content standards</p> <p>English learners (ELs) will be provided with English language development (ELD) instruction that is based on ELD standards and</p>	Principal/VP/Teachers	8/2007-6/2008	\$1,000 for the purchase of leveled books to support	LEP, WSF

appropriate for their identified levels of language proficiency. The newly adopted Rigby ELD program will be used for 30 minutes daily. Differentiated instruction will be achieved by teachers using an inter-classroom model based on CELDT levels, a schoolwide time for ELD instruction, and resource staff to provide ELD instruction.			transitioning students	
IEPs will be written and aligned to state core content standards and reflect students' present levels of performance.	Principal, VP, RSP, Speech, SDC Teachers	9/2007-6/2008	N/A	SPED
Students receive required # of instructional minutes for each curriculum area at all grade levels. Instructional schedules will be designed for each grade and adhered to by classroom teacher instruction that meets the required minutes of instruction for each subject area.	Principal/Teachers	8/2007-6/2008	N/A	N/A
At the 2-3 grade levels teachers will use the BB6 to help students move from Spanish to English literacy.	2 nd /3 rd grade Teachers	9/2007-6/2008	N/A	N/A
GATE, EL, SPED students will receive instruction through the adopted Houghton Mifflin reading program for the required # of minutes on a daily basis. All students receive core curriculum instruction for all subject areas with the required number of instructional minutes. Emphasis will be on an effective and full implementation of H.M. Reading and Harcourt Math.	Principal/VP/Teachers/ IRF Reading First Coach	8/2007-6/2008	N/A	N/A
Teachers make explicit connections to Core content standards during weekly sharing of Student Work Protocols through COI facilitated by IRF.	Principal/VP/Teachers/ IRF	8/2007-6/2008	IRF \$77,702	STAR
All GATE students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum throughout the day.	Gate Coordinator/Teachers	9/2007-5/2008	\$200 for instructional materials for differentiated GATE instruction	Dream Schools/CD
Teachers at each grade level identify "power standards" in science and social studies to concentrate on throughout the year. Power standards will be posted in classrooms and throughout the school.	Principal/VP/Teachers	8/2007-6/2008	N/A	N/A
2.2 Improvement of instructional strategies and materials				

<p>EL Students have access to the core curriculum by having PreK-5th grade bilingual teachers who provide primary language instruction, ELD, SDAIE and use of the BBG to facilitate student transition to English literacy.</p>	<p>Principal/VP/Teachers</p>	<p>8/2007-6/2008</p>	<p>N/A</p>	<p>N/A</p>
<p>All students with disabilities will have core curriculum materials and appropriate supplemental materials. SPED funds will be utilized to purchase supplemental materials.</p>	<p>Principal, VP, SDC, RSP, Speech</p>	<p>9/2007-6/2008</p>	<p>\$1,000 for supplementary materials to better meet SPED students needs</p>	<p>SPED</p>
<p>Teachers, paras, volunteers will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all GATE and High Potential students so they can have full access to the core curriculum.</p> <ul style="list-style-type: none"> • Curriculum is compacted if GATE student's assessments show mastery. • Differentiated instruction is provided throughout the day at the appropriate challenge level. • EL students receive 30 mins. of systematic ELD instruction from the District adopted materials on a daily basis. 	<p>Principal/VP/GATE Coordinator/Teachers</p>	<p>9/2007-6/2008</p>	<p>\$750 for appropriate instructional materials</p>	<p>Dream School/CD</p>
<p>All students receive 1.5 hours per week of visual and performing arts instruction from certificated teachers. Students are accompanied by classroom teachers for P.D. in arts instruction so teachers can make connections to classroom-based instruction.</p>	<p>Principal/VP/Teachers/ Artists</p>	<p>9/2007-6/2008</p>	<p>\$78K 2 .5 arts teachers</p>	<p>Dream School/CD</p>
<p>Students receive instruction through state-adopted materials in core curriculum areas from teachers using differentiated instruction to address all students' diverse learning levels. All students receive core curriculum instruction for all subject areas with the required number of instructional minutes. Emphasis will be on an effective and full implementation of H.M. Reading and Harcourt Math</p>	<p>Principal/Teachers</p>	<p>8/2007-6/2008</p>	<p>\$10,000 ensure all teachers have adopted curriculum materials</p>	<p>Dream School/CD</p>
<p>Teachers use appropriate content area reading strategies to provide all students access to Core curriculum materials.</p>	<p>Principal/Teachers/RF Coach,/IRF</p>	<p>8/2007-6/2008</p>	<p>IRF \$77,702</p>	<p>STAR/RF</p>
<p>Enhancement of literacy program with publication center for student, staff and parent writings, utilizing computer-based and copier-based printing. Funds will be provided for acquisition and</p>	<p>Principal/Librarian</p>	<p>9/2007-6/2008</p>	<p>Maintenance \$5K Supplies \$5K</p>	<p>WSF</p>

<p>maintenance of literacy center equipment. This is coordinated by the certificated Librarian thru Prop H funds.</p> <p>SPED and bilingual teachers will purchase specialized materials to support students.</p> <p>All teachers participate in ROCI process on a weekly basis to assess focal student progress towards grade level standards. PISI provides coaching to support the effective implementation of this process. 2nd/5th grades will be focal grade levels.</p>	<p>IRF/Teachers</p> <p>Principals/VP</p>	<p>9/2007-4/2008</p> <p>9/2007-6/2008</p>	<p>\$2745 SPED Materials \$142 Materials</p> <p>\$110,000</p>	<p>WSF EIA/LEP</p> <p>PISI</p>
<p>2.3 Extended learning time/increase educational opportunity</p> <p>GATE, SPED, EL students receive differentiated instruction during UA time for 30 mins. daily within the core instruction to accelerate student mastery of grade level standards</p> <p>All students participate in enrichment activities for one hour per day (3 pm – 5 pm) focused on visual/performing arts, P.E., accelerated learning in ELA and other enrichment areas. Bilingual paraprofessional assists with implementation.</p> <p>8/2007 Contract out with CBOs/ Mission Learning Center, Marsh Theater, Columbia Park Boys and Girls Club and Performing Arts Workshop 11/2007-3/2008 Program Monitoring/ Refinement 4/2008-5/2008 Program Evaluation 90 students performing below average on CST. Students participate in standards-based instruction to improve decoding skills, reading comprehension, and fluency. The program is focused on literacy. CBO partnership will be established to facilitate implementation following the below timeline. This will be part of the after school enrichment program 9/2007- 6/2008 Program Implementation/Monitoring</p> <p>Based on assessments, all GATE students will receive appropriate access to the core curriculum and extensions beyond, in depth, complex, novel and accelerated assignments that differentiate</p>	<p>Principal/IRF/All Teachers</p> <p>Principal/CBOs</p> <p>Principal/ Social Workers/ Teachers</p> <p>Principal/CBO Directors</p> <p>Principal/Teachers/ GATE Coordinator</p>	<p>8/2007-6/2008</p> <p>8/2007-6/2008</p> <p>9/2007-6/2008 11/2007-3/2008 4/2007-5/2008</p> <p>9/2007- 6/2008</p> <p>9/2007-6/2008</p>	<p>N/A</p> <p>\$30,000 consultants</p> <p>1.1 Social Worker \$83K</p> <p>\$200 inst. materials</p>	<p>N/A</p> <p>Dream School</p> <p>Dream School/Prop H</p> <p>Dream School/CD</p>

instruction throughout the day.				
Instructional Specialists provide students alternative methods for accessing Core Curriculum content through movement, visual arts, technology and literacy activities.	Principal/VP/Teachers/ Inst. & Tech. Spec./ PE Teacher/Art Tchr.	8/2007-6/2008	RR Teacher \$77,702 Tech. Spec. \$77,702 PE Teacher \$38,851 Art Teacher \$38,851	Dream School/CD
Newcomer and SPED Students receive differentiated instruction to increase access to the core curriculum	Principal/VP/Teachers/ IRF	8/2007-6/2008	N/A	N/A
Students receive core curriculum through individualized, small group, and whole class instruction along with pre-teaching, re-teaching and direct instruction. Tribes is one methodology used for collaborative learning.	Principal/VP/Teachers	8/2007-6/2008	\$5,000 subs to release teachers to observe in each others classrooms	WSF
A 1.0 FTE Reading Recovery Teacher will focus instruction at the 2, 3, 4 grade bilingual classes to support EL students' transition to English proficiency.	Principal/VP/Teachers	8/2007-6/2008	\$77,702 Reading Recovery Teacher	Dream School/CD
Provision of Teacher Leader in Reading Recovery for the continuing contact classes for professional development.	Principal	8/2007-6/2008	\$5000 Extra Hours	WSF
Students receive daily opportunities for emotional, physical and cognitive development through the Sports4Kids program to be implemented during recess, lunchtime, and after school.	Principal/VP Sports4Kids staff	8/2007-6/2008	\$25,000	Dream School/CD
Provide 3-5 grade students educational field trips to enrich language, science and social studies learning opportunities in collaboration with Randall Museum and other organizations.	Principal, VP, Teachers	8/2007-6/2008	\$5,643	WSF, Title I, Disc. Block Grant
2.4 Staff development and professional collaboration				
10% of Title I funds will be used for a continuous staff development on effective methods and instructional strategies that are based on scientifically based research to: <ul style="list-style-type: none"> strengthen the core program, increase the quality of learning time, and address the needs of low-achieving children and those at risk of not meeting the State Student Achievement Standards. 	Principal	8/2007-6/2008	Consultants \$6008	Title I

<p>(This applies to Program Improvement schools)</p> <p>Teachers will attend P.D. conferences sponsored by Reading Recovery, ACSA, CABC and CUE.</p> <p>Teachers receive support for new textbook adoption from District P.D.</p> <p>Teachers use weekly grade level time to design and/or share hands-on science activities and engaging social studies activities connected to content standards. PE Teacher, CTI Teacher and Art Teacher provide instruction to students during this time.</p> <p>Teachers participate in District Sponsored Professional Development Institutes related to math and language arts adoption.</p> <p>All teachers participate in ROCI process on a weekly basis to assess focal student progress towards grade level standards. PISI provides coaching to support the effective implementation of this process. 2nd/5th grades will be focal grade levels.</p>	<p>Principal/VP</p> <p>Principal/VP, Teachers</p> <p>Teachers</p> <p>Principal/ Teachers</p> <p>Principals/VP</p>	<p>8/2007-6/2008</p> <p>8/2007-6/2008</p> <p>9/2007-5/2008</p> <p>10/2007-3/2008</p> <p>9/2007-6/2008</p>	<p>\$3000</p> <p>Extra Hours \$5,000</p> <p>.5 PE Teacher \$39K 1.0 FTE CTI Spec. \$77,702 .5 Visual Arts Teacher \$39K .5 Music Teacher \$39K Science Materials K-5 \$5K</p> <p>N/A</p> <p>\$110,000</p>	<p>WSF</p> <p>WSF</p> <p>Dream School CD</p> <p>N/A</p> <p>PISI</p>
<p>2.5 Involvement of staff, parents and community</p> <p>All parents, students and staff sign the Dream School contract outlining roles and responsibilities.</p> <p>Parents are informed about grade level standards and expectations in all subject areas at least 2x per year during parent conferences.</p> <p>SSTs are conducted for identified students to improve student performance related to standards. Social Workers facilitate this process to accelerate student learning.</p> <p>Meetings will be held in the fall and the spring with parents of GATE students to explain the GATE program at the site and distribute information about the GATE identification process and to discuss other issues of concern to GATE parents.</p> <ul style="list-style-type: none"> A parent representative will be selected to attend GATE Advisory Council (GAC) quarterly. GATE 	<p>Principal/Parent Liaison</p> <p>Principal/Parent Liaison/Teachers</p> <p>Social Worker/ Principal/Teachers</p> <p>Principal/GATE Coordinator/Teachers</p>	<p>8/2007-6/2008</p> <p>8/2007-6/2008</p> <p>8/2007-6/2008</p> <p>10/2007-5/2008</p>	<p>1.0 Parent Liaison \$52K</p> <p>1.0 Parent Liaison \$52K</p> <p>1.1 Social Worker \$83K</p> <p>\$200 for materials to meet GATE students' needs</p>	<p>STAR</p> <p>STAR</p> <p>Dream School/CD/Prop H</p> <p>Dream School/CD</p>

<p>Representative will be an active participant in the planning, facilitation and monitoring of the GATE program at the site.</p> <ul style="list-style-type: none"> GATE Coordinator will attend SSC and PTA meeting to describe GATE program to all parents so they may be informed about the school's GATE program and identification process. <p>Field Trips to local museums, plays, universities, etc. are implemented to enhance student learning and offer student interdisciplinary enrichment activities.</p> <p>Parents of students performing at Basic or below are provided research-based instructional strategies to use at home by classroom teachers during parent conferences.</p>	<p>Principal/Social Workers/Elementary Advisor/Teachers</p> <p>Principal/Teachers</p>	<p>10/2007-5/2008</p> <p>10/2007-5/2008</p>	<p>3.1 Social Worker \$83K</p> <p>N/A</p>	<p>DreamSchool/CD/ Prop H</p> <p>N/A</p>
<p>2.6 Monitoring program implementation and results</p> <p>GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects. They will work closely with the SSC and the principal to insure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day.</p> <p>CELDT, LALAR, and other assessment results will be used to inform appropriate instruction which includes SDAIE strategies and native language instruction, especially in the K-5 bilingual program.</p> <p>Language arts implementation is monitored by principal and Vice Principal on a daily basis through informal and formal classroom observations.</p> <p>Program implementation is monitored by weekly principal walk-throughs, formal observations, peer observations and through student work samples shared in Student Work Protocols.</p> <p>Exemplary student work samples will be posted through bulletin board displays, making student learning visible in relationship to</p>	<p>Principal/VP/GATE Coordinator</p> <p>Principal/VP/Teachers</p> <p>Principal/VP</p> <p>Principal/Leadership Team/Teachers</p> <p>Teachers</p>	<p>9/2007-6/2008</p> <p>9/2007-6/2008</p> <p>8/2007-6/2008</p> <p>9/2007-6/2008</p> <p>9/2007-6/2008</p>	<p>\$200 for GATE instruction/materials</p> <p>N/A</p> <p>N/A</p> <p>\$5,000 for substitutes</p> <p>N/A</p>	<p>Dream School/CD</p> <p>N/A</p> <p>N/A</p> <p>WSF</p> <p>N/A</p>

the standards. Standards will be posted alongside student work samples.				
---	--	--	--	--

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

Student groups participating in this goal: All students, including EL, SPED and GATE.

Performance gains expected for these students:

A. English Language Arts

- At least 36% from all subgroups will demonstrate proficiency or above as measured by the CST.
- Schoolwide at least 36% of the students will demonstrate proficiency or above as measured by the CST (Spring, 2006 27.5%).
- 80% of the students will demonstrate learning by moving one proficiency level from Spring, 2006 test results as measured by the CST.
- 10% increase of students who score proficient or above on the fourth grade CST in writing (Spring, 2006, 72.7%).

B. Math

- At least 45% from all subgroups will demonstrate proficiency or above as measured by the CST.
- Schoolwide at least 50% of the students will demonstrate proficiency or above as measured by the CST (Spring, 2006, 46.7%).
- 80% of the students will demonstrate learning by moving one proficiency level from Spring, 2006 test results as measured by the CST.

Means of evaluating progress toward this goal: SCOE Assessment for language arts, SFUSD Math Assessment. CST summative assessments; formative data collected by classroom teachers; reflections from Student Work Protocols; Harcourt Math assessments, H.M. Theme Skills Test.

Group data needed to measure academic gains: Scores on all measures disaggregated by subgroups by grade level: STAR Tests, CSWA.

Objective #1

- By April 2008 80% of the students will perform at benchmark on fluency, vocabulary, and comprehension components of the SCOE assessment.

Objective #2

- By April 2008 80% of the students will perform at benchmark level on the SFUSD Mathematics assessments for grades 1-5.

Objective #3

- Each grade level will show a 20% gain in the number of students moving up one level in math proficiency as measured by the CST. For fourth

and fifth grade students, there will be a 10% increase of students reaching Basic and Proficient as measure by the CST in math and a 15% increase in English Language Arts.

Objective #4

- All students will receive 100 mins. of quality P.E. instruction on a weekly basis through the collaboration of a .5 FTE PE Specialist with the classroom teacher as required by the EC. The PE Specialist will provide direct instruction to students and also implement a P.D. model to increase classroom teacher effectiveness to teach P.E. in an age appropriate manner. This will be measured by principal observation and lesson plan review.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>3.1 Alignment of instruction with content standards</p> <p>Teachers implement all components of H.M./Lectura through R.F. support and teach all components of Harcourt Math through math specialist support. Teachers make explicit connections between research-based instructional strategies and content standards during weekly sharing of Student Work Protocols through weekly COI facilitated by IRF. Emphasis will be on focus student model with each teacher selecting two students.</p>	Principal/VP/Teachers Leadership Team/IRF	9/2007-6/2008	N/A	N/A
<p>3.2 Improvement of instructional strategies and materials</p> <p>Students participate in TRIBES structured collaborative learning groups to enhance learning in all subject areas.</p> <p>All teachers will effectively use front loading strategies for their lowest performing students in order to increase success and access to core academic learning in math and language arts.</p> <p>Differentiation strategies will be fully utilized by both general and special educators such as centers-based homogenous groups to</p>	Principal/VP/Teachers Principal/VP/Teachers Principal/VP/Teachers	10/2007-3/2008 8/2007-6/2008 8/2007-6/2008	N/A N/A N/A	N/A N/A N/A

<p>focus instruction at students' zone of proximal development.</p> <p>Pre-teaching for under-performing students to provide great access to the core curriculum during whole class instruction.</p> <p>All teachers will provide math instruction with manipulatives, moving from the concrete to the abstract. Additionally, essential math academic language will be explicitly taught using math word walls, math journals, etc.</p> <p>All teachers will implement on a daily basis all H.M. Components consisting of the following instructional strategies: direct instruction, read aloud, shared reading, leveled readers reading, independent reading, interactive writing, and independent writing.</p> <p>Teachers will participate in Professional Development Institutes sponsored by the District related to the math and language arts adoption.</p> <p>All teachers use the newly adopted ELD curriculum and the focused approach to ensure student access to the core curriculum.</p> <p>All teachers will teach at least 20 Health lessons aligned with grade level standards including the Too Good for Violence research-based curriculum.</p>	<p>Principal/Teachers</p> <p>All Teachers</p> <p>All Teachers</p> <p>Principal /Teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>8/2007-6/2008</p> <p>8/2007-6/2008</p> <p>8/2007-6/2008</p> <p>10/2007-3/2008</p> <p>8/2007-6/2008</p> <p>8/2007-6/2008</p>	<p>N/A</p> <p>\$5000/math manipulatives, math word walls</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>3.3 Staff development and professional collaboration</p> <p>Partners In School Innovation pre-service to support R.O.C.I./focal student implementation</p> <p>PISI will provide ongoing support during the school year to monitor effective implementation of the ROCI process. Support will emphasize classroom instruction, grade level ROCI proves, and schoolwide leadership support.</p> <p>All teachers participate in Step Up To Writing The Write Tools P.D. PreK-2 grades Day #1 – the Write tools for Primary and Level 1 writers. Day #2 – The Write Tools for Active Reading Strategies,</p>	<p>Principal/VP/all Certificated Staff</p> <p>E.D./Teaching and Learning/Principal/Teachers</p>	<p>8/20 and 8/21</p> <p>8/23 & 8/24/07</p>	<p>\$110,000 Consultants</p> <p>N/A</p>	<p>WSF, Dream School/CD</p> <p>N/A</p>

<p>including Response to Literature. 3-5 Grades Day #1 – The Write Tools for Multiparagraph Writing and Writing to a Prompt, including Compare/Contrast. Day #2 – The Write Tools for Active Reading Strategies for intermediate grades, including Response to Literature.</p> <p>Professional collaboration among teachers of GATE students focuses on how to differentiate instruction/curriculum to challenge GATE students.</p> <ul style="list-style-type: none"> Best practices are shared at grade level meetings regarding open-ended and independent research projects to further stimulate the learning of GATE and honors/AP students. <p>Extended professional development implemented beyond the workday will focus on data analysis, action plan development, instructional practices, and monitoring through the R.O.C.I. process with coaching from P.I.S.I.</p> <p>All teachers consistently use grade level team time to conduct Cycle of Inquiry around teaching and learning. Data collection, analysis, and implications for teachers practice will be an ongoing component of the cycles. The O.A.R.S. will be used for SCOE and Harcourt Math benchmark assessments. This will be supported through the R.O.C.I. through the partnership with P.I.S.I.</p>	<p>Principal/GATE Coordinator</p> <p>Principal/Leadership Team</p> <p>Principal/IRF/Teachers RF Coach</p>	<p>8/2007-6/2008</p> <p>9/2007-5/2008</p> <p>9/2007-5/2008</p>	<p>N/A</p> <p>Extra Hours \$5000 \$110K Consultants</p> <p>Extra Hours \$5K \$110K Consultants</p>	<p>N/A</p> <p>WSF WSF, Dream School/CD</p> <p>WSF WSF, Dream School/CD</p>
<p>3.4 Involvement of staff, parents and community</p> <p>EL Advisory Council will be established and implemented in conjunction with the SSC.</p> <p>SSC established and implemented according to EC and bylaws</p> <p>Staff Leadership Team will guide RCOI Teams and facilitate coordination of all curricular and instructional initiatives implemented.</p> <p>The P.E. specialist will provide parent workshops on physical activity promotion and teacher professional development.</p>	<p>Principal/Parent Liaison</p> <p>Principal</p> <p>Principal/Leadership Team</p> <p>Principal/VP/P.E.</p>	<p>9/2007-6/2008</p> <p>9/2007-6/2008</p> <p>9/2007-6/2008</p> <p>8/2007-6/2008</p>	<p>N/A</p> <p>N/A</p> <p>Leadership Team Extra Hours \$5K</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>WSF</p> <p>N/A</p>

<p>Parents participate in Leadership Academy Seminar focused on topics to support parent expansion of knowledge and skills to support student learning</p> <p>Teachers will participate in P.D. on communicating to parents of under-performing students strategies to use at home to accelerate student learning.</p>	<p>Specialist</p> <p>Parent Liaison/ Social Worker</p> <p>Teachers/Parent Liaison</p>	<p>9/2007-6/2008</p> <p>9/2007-6/2008</p>	<p>1.0 Parent Liaison \$52K</p> <p>\$1000/P.D.</p>	<p>Dream School/CD</p> <p>Zellerbach Foundation</p>
<p>3.5 Monitoring program implementation and results</p> <p>Implementation is supported with follow-up observation/feedback sessions by the IRF, Literacy Specialist, RF Coach, and PISI staff to ensure high quality implementation.</p> <p>Teachers' progress will be measured against implementation standards created or agreed upon by the staff.</p> <p>Implementation of research-based strategies is monitored by weekly principal walk-throughs, formal observations, peer observations and looking at Student Work Protocols.</p> <p>Teacher conducted walkthroughs will be conducted twice per year.</p> <p>Extended learning time will focus on support to students in addressing the skills gap in ELA and math with an additional 60 mins. of daily instruction delivered by classroom teacher.</p> <p>Students at all grade levels receive differentiated instruction according to student ability level in order to close the gap between student performance level and state standards in math and language arts.</p> <p>Identified students in the Basic range and below receive intensive instruction in phonics skills, reading comprehension, and fluency on a daily basis from the RR Teacher/CTI Teacher.</p> <p>At least 90 students will participate 5 days per week in after school program designed to accelerate student learning in language arts. Targeted students will demonstrate one proficiency level improvement as measured by the CST.</p>	<p>IRF/Literacy Specialist RF Coach/PISI Staff</p> <p>Principal/VP/Teachers</p> <p>Principal/VP/Teachers</p> <p>Principal/VP/IRF</p> <p>Principal/VP/Teachers</p> <p>Principal/VP/RR Teacher &CTI Teacher</p> <p>Principal/VP/After School Coordinator. ORC</p>	<p>9/2007-2008</p> <p>9//2007-6/2008</p> <p>9//2007-6/2008</p> <p>10/2007-3/2008</p> <p>8/2007-6/2008</p> <p>9/2007-6/2008</p> <p>9/2007-6/2008</p>	<p>\$77,702 for IRF</p> <p>N/A</p> <p>N/A</p> <p>Substitutes \$2000</p> <p>N/A</p> <p>RR Teacher \$77,702 1 FTE CTI Teacher \$77,702</p> <p>After School Coordinator \$15,000</p>	<p>STAR</p> <p>N/A</p> <p>N/A</p> <p>WSF</p> <p>N/A</p> <p>Dream School/CD</p> <p>SB1756/21st Century</p>

<p>Enrichment after school programs will be offered to students related to Spanish language development, technology applications, and visual/performing/literacy arts/PE one hour daily/5 days per week.</p>	Principal/VP/CBOs	9/2007-6/2008	Staffing/Materials Transportation \$65,612	SB1756/21 st Century
<p>Students performing at basic level or below participate in the after-school program to receive additional instructional support and extended learning time.</p>	Principal/VP After School Coord.	9/2007-6/2008	Staffing/Materials Transportation \$65,612	SB1756/21 st Century
<p>IRF models best practices for teachers in math and language arts. IRF observes and provides feedback regarding teachers' implementation of best practices. IRF covers teachers' classes to afford teachers the opportunity for peer observations and feedback sessions.</p>	IRF	8/2007-6/2008	\$77,702 for IRF salary	STAR
<p>Principal provides teachers with feedback from weekly walk-throughs both formally and informally.</p>	Principal/Teachers	8/2007-6/2008	N/A	N/A
<p>Grade levels consistently use the Results Orientated Cycle of Inquiry to create data-driven instruction. IRF provides support and coaching in this process. JFTK staff provides P.D. to support this implementation.</p>	Teachers	8/2007-6/2008	N/A	N/A
<p>Grade level teams use Student Work Protocols to connect instruction to standards and student achievement through ROCI facilitated by IRF.</p>	Principal/Social Worker	8/2007-6/2008	1.1 Social Worker \$83K	Dream School/Prop H
<p>Counseling services are for targeted students identified with social and emotional needs through a referral process initiated by teacher, parent or other staff member</p>	Principal/RR Teacher Tech Spec.	9/2007-6/2008	RR Teacher \$77,702 CTI Teacher \$77,702	Dream School/CD
<p>Literacy Instruction to targeted students performing below grade level standards through RR Teacher (1st grade), CTI Teacher, and Librarian. RR teacher will use pull-out and push-in delivery system.</p>	Principal/Parent Liaison/Education Specialists	10/2007-3/2008	1.0 Parent Liaison \$52K Consultants \$1,000	STAR Title I
<p>Parent/Caregiver Leadership Academy will be instituted, focused on the following areas identified by community: 1) Understanding stages of human development, 2) Strategies to motivate students,</p>				

3) Visitations to exemplary schools with similar demographics to gather practical ideas to sustain school improvement efforts, 4) Positive techniques for behavior management and discipline and for support of academic learning at home.				
--	--	--	--	--

<p>GOAL #4 School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.</p> <p>Objective #1</p> <ul style="list-style-type: none"> ▪ As measured by principal and vice-principal observation and lesson plan, all teachers will effectively use TRIBES methodology on a daily basis to build a sense of belonging, inclusion, and to establish schoolwide norms for student behaviors. This will result in a 25% reduction in discipline referrals to the office. <p>Objective #2</p> <ul style="list-style-type: none"> ▪ The Sanchez School Community Behavior Plan will be explicitly taught by teachers in an age appropriate manner – as measured by Principal and vice-principal observation and lesson plan. This will result in a 10% reduction in student suspensions.
--

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety</p> <p>All teachers will design and teach lesson plans using the Social Values of Respect, Responsibility, Honesty and Cooperation.</p>	Principal/VP/ Teachers	8/2007-6/2008	Extra Hrs. Teachers	Dream School./CD

<p>All teachers will teach the Health Ed. Curriculum according to grade levels of instruction. At least 20 health lessons will be taught annually.</p> <p>The school will continue to implement a school-wide positive behavior model. School site staff will assist with the implementation of individual student behavior plans.</p> <p>The SART will continue to monitor student attendance using positive recognition both individually and whole class along with following District interventions for chronic truants.</p> <p>Review Safe School Plan, Emergency/Crisis Response Procedures with staff, parents, students</p> <p>Form a Crisis Response Team to be prepared for emergency crisis situations.</p> <p>All teachers use TRIBES norms and language consistently in their classrooms and on the school campus.</p> <p>Fourth and fifth grade students are conflict managers for primary students.</p> <p>During recess and lunch hour students will be offered structured sports-related activities through Sports4Kids</p>	<p>Principal, VP, Teachers, Health Advocate</p> <p>Principal, VP, Teachers, Paras</p> <p>Principal, Social Workers, Student Advisor, Teachers</p> <p>Principal, Crisis Response Team</p> <p>Principal, Crisis Response Team</p> <p>Principal, VP, Teachers</p> <p>Social Worker, Student Advisor</p> <p>Principal/VP</p>	<p>8/2007-6/2008</p> <p>8/2007-6/2008</p> <p>9/2007-6/2008</p> <p>8/2007-8/17/07-6/2008</p> <p>8/2007</p> <p>8/2007-6/2008</p> <p>10/2007-6/2008</p> <p>8/2007-6/2008</p>	<p>N/A</p> <p>Duplication of School Community Behavior Plan \$1,000</p> <p>1.1 Social Worker \$83K</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>1.1 Social Worker \$83K</p> <p>\$25,000 Consultants</p>	<p>N/A</p> <p>Dream Schools/CD</p> <p>Dream School/CD/Prop H</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Dream School/CD/Prop H</p> <p>WSF</p>
<p>4.2 Staff development and professional collaboration</p> <p>Ongoing professional development through faculty meetings to support continued use of TRIBES methodology in classrooms. A team consisting of Principal, IRF, ORC, and teachers will attend the CDE sponsored Dropout Prevention Conference focused on creating a resilient school climate to improve academic achievement, attendance patterns, and student attitude regarding school.</p> <p>3 Tribes trainers support teacher use of TRIBES to create a resilient</p>	<p>Principal/Tribes trainers/teachers</p> <p>TRIBES trainers</p>	<p>10/2007</p> <p>9/2007-5/2008</p>	<p>\$4000 Conference</p> <p>N/A</p>	<p>SB65 Program mini-grant</p> <p>N/A</p>

classroom learning environment				
4.3 Engagement of staff, parents, community				
The School-Parent Dream School Contract will reflect expectations related to the key dimensions of student conduct and school attendance patterns. Roles/responsibilities of parents, students and staff will be delineated. All stakeholders will sign the contract.	Principal/Teachers/ Parent Liaison	8/2007-6/2008	1.0 Parent Liaison \$52K	STAR/Dream School
The SST process will be utilized for students with academic, physical, social, and/or emotional challenges. A follow-up SST will take place within 6-8 weeks to monitor student progress.	Principal/Teachers	8/2007-6/2008	N/A	N/A
Appropriate resources are made available to assure translation and interpretation services for parents as needed.	Principal	8/2007-6/2008	1.0 Parent Liaison \$52K	STAR/Dream School
Principal and staff seek parent input for problem solving around student behavior.	Principal/Leadership Team	8/2007-6/2008	N/A	N/A
SSC members will participate in District sponsored workshops related to the roles and responsibilities of members.	SSC Members	10/2007-4/2008	N/A	N/A
School Site Council (SSC) actively participate in decision-making at Sanchez.	SSC Members/ Principal	9/2007-6/2008	N/A	N/A
Sanchez staff will offer at least two major events that focus on educating and involving parents in improving literacy skills in their students.	Parent Liaison	9/2007-6/2008	1.0 Parent Liaison \$52K	STAR/Dream School
Parent workshops will be held throughout the year to build parents' capacity to interpret test results and to understand disaggregated data and other workshops deemed appropriate by parents and staff.	Principal/Parents/ Parent Liaison	10/2007-5/2008	1.0 Parent Liaison \$52K	STAR/Dream School
Parents receive and understand the Sanchez Community Behavior Plan. Staff present to parents the Community Behavior Plan and teach parents how to use similar methods at home to support the school efforts.	Principal/Teachers	8/2007-6/2008	N/A	N/A
School nurse will support classroom instruction, workshop for				

parents, and individual student needs based on physical, social and emotional needs.	Principal/School Nurse	8/2007-6/2008	1 FTE school nurse \$95,887	Dream School/CD
4.4 Auxiliary services for students and parents				
Interpreters are provided for parent conferences and school events to facilitate communication between home and school.	Social Worker/Principal/Parent Liaison	8/2007-6/2008	1.0 Parent Liaison \$52K	STAR/Dream School
Parent communications will be augmented with mail sent through post office.	Teachers/Principal	8/2007-6/2008	Postage \$500	Dream School/CD
4.5 Monitoring program implementation and results				
SSC has the responsibility for ongoing monitoring of the site's Academic Plan implementation.	SSC Members, Principal, Teachers	8/2007-6/2008	Materials for SSC meetings \$750	Dream School/CD
Quarterly reports will be made to the SSC regarding the Academic Plan's implementation.				

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

Objective #1

- By May 2008 at least 35 SST meetings will be completed along with follow-up for the most at-risk students (academic level, attendance, social/emotional/physical needs) as measured by SST documents and parent/staff sign-in forms.

Objective #2

- By March 2008 parent participation in parent conferences will increase by 5% to 95% participation as measured by parent conference sign-in logs in comparison to current parent conference participation notes.

Description of Specific Actions to Improve	Persons	Timeline	Related	Funding
--	---------	----------	---------	---------

Educational Practice	Responsible		Expenditures/ Estimated cost	Source
<p>5.1 Active parent involvement in decision making process</p> <p>GAC parent representative will be actively involved in the planning, implementing and monitoring of the GATE program.</p> <p>An active SSC/ELAC/SAC (as appropriate) will be in place to ensure parent and community involvement in the decision making process.</p> <p>A parent leadership team will be developed to help with activities at school including preparation of newsletter, written and oral translation, and presentation at parent workshops with support from PIQE and SFOP.</p> <p>School Site Council actively participates in all key school decisions according to bylaws, district policies, and California education codes.</p>	<p>Principal, GATE Coordinator</p> <p>Principal, Parent Liaison</p> <p>Principal</p> <p>Principal</p>	<p>10/2007-6/2008</p> <p>9/2007-6/2008</p> <p>9/2007-6/2008</p> <p>9/2007-6/2008</p>	<p>N/A</p> <p>1.0 Parent Liaison \$52K</p> <p>\$500 Food, Childcare \$7000 Consultants</p> <p>\$500 Food, Childcare</p>	<p>N/A</p> <p>STAR/Dream School/CD</p> <p>Dream School/CD WSF, Title One</p> <p>Dream School/CD</p>
<p>5.2 Ongoing communication with parents</p> <p>Parents of children who have not met the State’s proficient and advanced levels of student academic achievement in reading and mathematics will continue to work with their children at home on the extended learning homework lessons.</p> <p>Parents receive info related to Math and Language Arts as new units of study are initiated. Communiques will come from H.M. and Harcourt published materials.</p> <p>GAC parent representative and GATE Coordinator will hold informational parent meetings to describe the GATE program and issues of concern to GATE parents. They will also hold informational meetings for all parents to describe the identification process and the GATE program.</p> <p>Each parent, student and staff will sign the home-school compact. or:</p>	<p>Principal/Parent Liaison/IRF</p> <p>Principal/Teachers/ Parent Liaison</p> <p>Principal/GATE Coordinator</p> <p>Principal/Parent Liaison/Teachers/</p>	<p>1/08-6/08</p> <p>8/2007-6/2008</p> <p>10/2007-5/2008</p> <p>8/2007-6/2008</p>	<p>\$130K Parent Liaison/IRF</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>STAR</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

<p>The school, with the input of parents, will draft a home-school compact which outlines how parents, staff and students will share the responsibility for improved student achievement</p> <p>The School-Parent Dream School Contract will reflect the expectation that parents volunteer a minimum of three hours per month to support student learning. An explicit range of possibilities will be outlined for parents with both on-site and home-based activities to support students' success.</p> <p>The parent involvement policy will be distributed to all families.</p> <p>Parent/teacher conferences will be held semi-annually. The parent liaison will personally contact parents who have been reluctant to participate in parent conferences and attend the parent conference with the parent if needed. Additionally, workshops will be offered to parents, emphasizing the importance of parent involvement in conferences and its potential impact on student learning.</p> <p>Interpreters are provided for parent conferences and school events to facilitate communication between home and school. Principal and staff seek parent input for problem solving around student behavior. Parent surveys are used as a needs assessment. Sanchez staff will offer at least two major events that focus on educating and involving parents in improving literacy. Parent workshops will be held throughout the year to build parents' capacity to interpret test results and to understand disaggregated data. Plan, implement, and monitor Parent Leadership Academy based on needs and Interests of parents to become more effective educational facilitators for their children. Monthly newsletters translated into Spanish will be prepared and distributed to maintain an informed school community regarding important topics and ongoing school events.</p>	<p>Principal/Parent Liaison</p> <p>Principal/Parent Liaison</p> <p>Principal/Social Worker/Parent Liaison/ Parents/Consultant</p>	<p>8/2007</p> <p>10/2007-3/2008</p> <p>8/2007-6/2008</p>	<p>1.0 Parent Liaison \$52K</p> <p>1.0 Parent Liaison \$52K</p> <p>Social Worker \$75K 1.0 Parent Liaison \$52K Parent Education Specialist \$1,000</p>	<p>STAR/Dream School</p> <p>STAR/Dream School</p> <p>Dream Schools/CD/Prop H</p> <p>WSF</p>
--	---	--	---	---

<p>Monthly academic meetings will be held with principal and pertinent staff related to key topics associated with Academic Plan implementation.</p> <p>Quarterly progress reports and associated documentation for all students, including GATE, SPED, EL, and EDY are maintained and shared with parents/caregivers.</p>	<p>Principal/ Leadership Team</p> <p>Principal/Teachers/ Parent Liaison</p>	<p>9/2007-6/2008</p> <p>9/2007-6/2008</p>	<p>Substitutes \$2000</p> <p>1.0 Parent Liaison \$52K</p>	<p>STAR/Dream School</p>
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p>				
<p>1% of Title I funds will be used to increase parental involvement in accordance with section 1118, such as family literacy services.</p>	<p>Principal, Parent Liaison</p>	<p>9/2007-5/2008</p>	<p>\$1,000 for 3 consultants food, childcare</p>	<p>Title I SWP</p>
<p>Parents of student with disabilities will be informed of their child's progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP.</p>	<p>Principal, Teachers, Parent Liaison</p>	<p>8/2007-6/2008</p>	<p>1.0 Parent Liaison \$52K</p>	<p>STAR, Dream School</p>
<p>GATE Coordinator and parent representative will write articles regularly for the school bulletin or newspaper to inform the school community of the GATE program, news, articles about gifted education, and issues of interest to GATE parents.</p>	<p>Principal, Gate Coordinator, Parent Liaison</p>	<p>9/2007-6/2008</p>	<p>1.0 Parent Liaison \$52K</p>	<p>STAR, Dream School</p>
<p>All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities.</p>	<p>Principal, Parent Liaison</p>	<p>9/2007-6/2008</p>	<p>1.0 Parent Liaison \$52K</p>	<p>STAR, Dream School</p>
<p>An annual meeting to inform parents about rights and responsibilities under Title 1 will be coordinated and aligned with annual community site-planning meetings.</p>	<p>Principal, Parent Liaison</p>	<p>10/2007</p>	<p>1.0 Parent Liaison \$52K</p>	<p>STAR, Dream School</p>
<p>Necessary steps have been taken to ensure a fully functioning ELAC.</p>	<p>Principal, Parent Liaison</p>	<p>10/2007-6/2008</p>	<p>1.0 Parent Liaison \$52K</p>	<p>STAR, Dream School</p>
<p>Establish English Learner Advisory Council and School Site Council representatives per Ed. Code and bylaws</p>	<p>Principal, Student Advisor, Parent Liaison</p>	<p>8/2007-6/2008</p>	<p>1.0 Parent Liaison \$52K</p>	<p>STAR, Dream School</p>

Meet quarterly with other SSC groups to confer regarding program needs and strengths in relationship to diverse student groups at school.	Parent Reps. on ELAC and SSC	10/2007-6/2008	1.0 Parent Liaison \$52K	STAR, Dream School
5.4 Providing education opportunities for parents				
Monthly workshops for parents on topics which will increase capacity to monitor child's progress such as: Holding an Effective Parent/Teacher Conference; California Content Standards as a Tool for Parents; Enrollment, and other topics to be determined by parent per their interest. Bilingual notices are sent home prior to each event.	Principal, VP, Parent Liaison	9/2007-5/2008	1.0 Parent Liaison \$52K	STAR, Dream School
Parent leadership institutes will be implemented, focused in the following areas (per parents' needs assessments): 1) Stages of human development; 2) Strategies to support student learning in the home; 3) Techniques for behavior management and discipline; 4) School/University visitations; 5) Leadership skill development; 6) Tribes; 7) Red Cross First Aid training	Principal, VP, Parent Liaison	9/2007-5/2008	1.0 Parent Liaison \$52K \$4K consultants	STAR, Dream School WSF, Title One
5.5 Involvement of community partners				
Parents will be invited to work with staff as equal partners to implement and coordinate parent programs and build ties between parents and the school. A continuation of work begun with PIQE and SFOP will continue to further engage parents in their children's educations.	Principal, VP, Parent Liaison	8/2007-6/2008	1.0 Parent Liaison \$52K \$7,000 Consultants	STAR/Dream School WSF, Title One
5.6 Monitoring program implementation and results				
SSC has the responsibility for on-going monitoring of the site's academic plan.	Principal, SSC members	10/2007-5/2008	Materials for SSC meetings \$1000	Title I

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Raymond R. Isola		X					N/A
Tedra Matthews			X				9/2005
Susan Scurich			X				8/2006
Elena Rosen			X				8/2006
Katherine Pooler			X				8/2006
Christy Roscigno				X			9/2004
Amelia Coronado					X		9/2005
Eduardo Rivero					X		9/2005
Fernanda Montano					X		9/2005
Lorena Curley-Barrow					X		10/2003
Mayra Diaz					X		9/2006
Maria Gonzales					X		9/2006
Numbers of members of each category		1	4	1	6		

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

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

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

ENGLISH LANGUAGE ADVISORY COUNCIL MEMBERSHIP

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Raymond R. Isola		X						N/A
Sonia Franco					X			9/02
Alejandra Moncada					X			9/06
Alejandra Moncada					X			9/03
Angela Lopez					X			9/01
German Alvarado				X				9/04
Margot Baisman				X				9/04
Mayra Diaz					X			9/06
Maria Gonzales					X			9/06
Numbers of members of each category		1		2	6			

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.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: 2/2/07
 - B. One meeting to present plan upon its completion.
DATE: 2/22/07
7. This school plan was adopted by the school site council on: 3/1/07.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to insure 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:

Dr. Raymond R. Isola	_____	_____
Typed name of school principal	Signature of school principal	Date

Mrs. Lorena Curley-Barrow	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date