

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Sherman Elementary

School

-----823-----

CDS Code

March 14, 2007

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practices at the district/school site:

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

DISTRICT: *SFUSD policy and practices are designed to ensure that each student has access to instructional materials that are aligned with State core content standards. The district has adopted programs and materials that are aligned with and approved by the State Board of Education.*

SITE: All students use State of California/District adopted textbooks and instructional materials in all academic areas and at all grade levels and are aligned to the standards. Supplementary books and texts, which support learning for EDY, Special Education, ELL and GATE students, are utilized based on ongoing assessment and teacher judgment for all students.

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

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

SITE: Classroom teachers use adaptations, modifications and differentiation of instruction to meet the identified needs of students aligned with the California Teaching and Content Standards. The District has purchased and the school has adopted and implemented instructional materials and standards-based supplemental materials for all students including materials for EDY, EL, and GATE students. The school has purchased additional textbooks for SDC 3-5 and supplementary materials for SDC K-2.

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

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

SITE: At Sherman School we participate in bi-monthly faculty meetings providing the opportunity for our learning community to acquire the skills required to align the use of the core curriculum with standards, assessments and best practices. The analysis of student data supplied by the district is an integral part of defining areas of student needs and is addressed at regularly scheduled faculty and grade level meetings. Every summer, the majority of our staff attends Language Arts/Interactive Writing and Editing workshops for a week. The 4th and 5th grade teachers attend Science Workshops for a week with ongoing follow up during the school year.

We are implementing the Mind Institute software program to develop spatial and temporal math problem solving abilities in the third grade, which will be expanded to the fourth grade this new school year and the fifth grade the following year. This is based on 30 years of research and undeniable data that it helps all levels of students. We also have a music component of listening to Mozart and learning basic keyboards.

4. Services provided by the regular program to enable underperforming students to meet standards:

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

SITE: Students identified by teachers and parents are referred to the Student Success Team. Interventions may include pull out time with a Reading Recovery Teacher for first and second graders, time with the RSP staff for at risk students, speech therapy, during school tutorials during regular classroom time, during recess, lunch and after school and referrals to community resources. For students needing additional help in class, the teacher does small group lessons during universal access time; and by RSP “push in” time. Some of the students receive after school homework supervision time with the Sports4Kids Program. Many students receive homework help during the ACE after school program.

Special focus is given to African American, special needs and Latino students in order to close the gap for those who are not yet proficient and to challenge those who are proficient. These students who are here from kindergarten do not have a gap, except for special needs. Training is provided to discuss our perspectives based on our race and life experiences. Training is centered on TESA, Teacher Expectations and Student Achievement. We are also piloting the Mind Institute Program for all third grade classes because there is a concentration of African American students who transferred in, ELL, and the two upper grade special education classes. The data is undeniable that all levels of students gain math problem solving skills through the software program focusing on spatial and temporal reasoning along with a music component.

The targeted students are given priority for Sand Tray services, which enables them to work out issues in a protected environment which enhances their ability to concentrate in the classroom. The Learning Counselor works with these students on social skills and behavior modifications. The 7th and 8th grade volunteers from Stuart Hall and Sacred Heart (20 of them) work with the basic students in third grade on a 1:1 basis with curriculum provided on clipboards by their teachers and are supervised by the Stuart Hall and Sacred Heart teachers who also work with kids once a week for 40 minutes. Last year, they worked with 4th graders who were basic and they all moved to proficient.

5. Services provided by categorical funds to enable underperforming students to meet standards:

SITE: Supplemental materials and additional support staff are paid for by categorical funds to provide support for our identified underperforming students. A certificated teacher who is working on her library credential is employed to maintain a fully accessible library for students to do online research. A reading recovery teacher for primary grades helps students to accelerate

reading skills needed to be on grade level. A Sports4Kids consultant for the entire school helps to develop community building, physical fitness and leadership skills needed to enhance the self-esteem of targeted students. Paraprofessionals are hired to help at risk students in the kindergarten grade and English Language Learners in other grade levels. The second paraprofessional will be working with the 4/5 classes as they have large class sizes. Specific attention is paid to African American, special needs and Latino students to make sure they are moving to proficient or advanced levels. Every classroom teacher has these students identified and has special relationships with them, giving them extra tutoring time, if needed.

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

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

SITE: The entire staff reviews student data in August to identify areas of strengths and needs. Students performing basic and below standards are targeted and identified in regular education classrooms. Classes are equitably distributed with basic or below, proficient and advanced students. Additional resources are allocated to the targeted students. Teachers give pre-teaching or re-teaching time during Universal Access time for the targeted students. Teachers are expected to challenge students who are proficient and advanced. The principal meets with the teachers 1:1 after they analyze their data for the classroom they had—how many went up, down and stayed even and why. The teachers are held accountable for the outcomes. Discussion is made to celebrate their achievements as well as areas needed for improvement.

Seventh and Eighth grade tutors from Sacred Heart and Stuart Hall worked with 3rd grade students once a week this past year. A 4/5 teacher comes in twice a week during the second semester to give specialized help to those classes. Last year, when 20 student volunteers tutored 20 basic students in 4th grade, they all moved up to proficient. If we receive additional funding in the new year, we will again hire an extra teacher twice a week to service the large classes in 4/5. We have purchased Smart Boards for all the 4/5 classes and the 3-5 special education class. This will enable teachers to use a large screen computer for the whole class enabling them to access lesson from the internet.

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

***DISTRICT:** The district provides resources to STAR schools including additional personnel, support and services. All schools receive assistance with extended learning opportunities and support materials.*

SITE: Sherman School publishes a monthly newsletter in English translated to Cantonese. A part-time community relations specialist communicates with parents on a daily as needed basis for the teachers in Cantonese. The principal and the SST meet with parents of students needing interventions to ensure success. Regular weekly meetings are held to align resources with students. Sports4Kids provides 4th/5th grade targeted students with leadership training to work in the yards with their peers or younger students. The ACE after school program staff comes in during lunch to work with the students on social skills using

game boards. Students from 3-5 classrooms rotate to help in the cafeteria to recycle and compost. Regular and on-time attendance ensures equity in education. The majority of students have a 98% attendance rate.

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

SITE: Sherman School is expanding parent involvement in the PTA, volunteering in the classrooms and library, serving on the SSC, the Green Schoolyard Project. We need to have fewer absences and tardiness so that all students get maximum instructional time critical for access to education for all students. They are sent a letter and must meet with the principal and other members of the Student Attendance Review Team. If necessary, they are also referred to the Student Success Team to give additional support. We would like a more equitable distribution of special education programs; however, we have excellent teamwork with special education and regular education teachers. With a 20% special needs population, we need to have the Special Education Content Specialist give us more support. They need to be more proactive than reactive, coming in when there is a major problem.

9. Limitations of the current program to enable underperforming students to meet standards:

SITE: We are able to target underperforming students in every classroom. They are given priority to enroll in the ACE after school program. They are referred to reading specialists, designated staff ESL (English as a Second Language) person, to be serviced in RSP (Resource Specialist Program) as an at-risk student, matched with volunteers. It is especially difficult when students transfer from other Districts or schools because our interpretation of standards is higher and more rigorous. They have a lot of catch up to do. The achievement gap is with some of the African American, Latino, and ELL students who transferred in to this school. There is always a gap with special needs students in spite of the best teaching practices because they are two years behind to be eligible to be in the special education classes. Some of the students are autistic, cognitively impaired, or have severe health issues. In spite of these limitations, we are moving special needs students back to regular education classes every year. The Mind Institute program addresses all levels and moves them up 15-20% in math problem solving; however, it is difficult to find the funds. A parent is writing a grant for our school.

The school psychologist is needed on a weekly basis to help us with issues students have. However, we are not considered a high need school, and they only come when we request their presence. It is much more proactive to have their expertise to help solve problems as they are happening.

DATA CONCLUSIONS AND DISTRICT GOALS

Conclusions from Student Performance Trend Data:

Our 5 year trend is that we are improving consistently in language arts, math, and science. Our API consistently has moved up: 829 for all students, 839 for Asian, (48%) 815 for socio-economically disadvantaged (61%), 818 for English Language Learners (47%). This is first time most subgroups went above 800, except for special needs students who went down to 537. Without the special education scores, in math we have come from 48.8% proficient and above in 2002 to 87% in 2006. In language arts, we have come from 52% proficient and above in 2002 to 72% in 2006 with a 47% ELL population. In science, we went from 55.8% proficient and advanced in 2004 to 76.5% in 2006. In writing, we went from 85.2% in 2004 to 89.6% in 2006 at a performance of level 4 or higher. We received the Title I Academic Achievement Award in 2007.

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

In the last four years, the number of new families requesting Sherman has jumped significantly, from 69 requests for one of 40 general education seats for the 2003-2004 school years to 308 requests for 40 general education seats for the 2006-2007 school years. Prior to the school application deadline in January, groups of 24 or more parents toured Sherman each week. Based on the strong interest expressed by prospective parents on school tours, at the District enrollment fair, and at preschool Kindergarten panels, school enrollment is expected to stay full in the 2007-2008 school years.

Parent participation has continued to grow at Sherman during the school year 2006-2007. Including PTA activities, parent participation has more than doubled in the current school year due to a wide array of new community-building events. As a result of increased parent participation and interest, fundraising efforts have also increased, allowing the school to offer students new and expanded enrichment programs (art instruction and choral music). The PTA has also increased the per classroom budget for classroom supplies and field trips. We are piloting the Mind Institute Spatial and Temporal Reasoning program, a non-language based software program, to all 3rd graders and special needs students. This program, which has been developed and evaluated based on 30 years of research, relies on music and the use of teaching keyboards to develop spatial and temporal reasoning skills in all students, including both special needs and GATE-identified students, and is an important element in our strategy to close the achievement gap for our students. The PTA is purchasing "Smart Boards", a large-screen computer, for the 4th and 5th grade classrooms and special needs 3-5 class. These state-of-the-art tools will enable teachers to access lessons and material through the internet and will improve the quality of lesson content; for example teachers will be able to project the contents of a microscope slide on the screen for all students to view. Based on the voting of priorities in our first

community meeting in early February 2007, parents are overwhelmingly in favor of maintaining and expanding our existing arts enrichment programs in school year 2007-2008.

A “green schoolyard” committee has been assembled and is active in coordinating the design of a green schoolyard that will allow urban schoolchildren, many of whom have no access to a garden of any kind at home, to experience a rich outdoor learning environment. Prop A. funds, which also paid for interior and exterior life and safety ADA improvements to the school, paid for the initial stages of the green schoolyard project in which the flat, paved Franklin Street yard was transformed into a hill with planter boxes, an outdoor amphitheater and plans for future plantings. Through the activity of parents who wrote and submitted the application, SF Beautiful has granted Sherman the funds for our first round of plantings.

Both interior and exterior school improvements have been done under the ADA School Construction project.

*SCHOOL’S OBJECTIVES FOR EACH OF THE DISTRICT’S GOALS
BASED ON ANALYSIS OF DATA*

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 the Stanford 9 Achievement tests and other appropriate assessments.
 - A. Sherman will achieve its API targets for all significant sub groups for the 2007-2008 school years.
 - B. By spring 2008, 30% of students who scored below basic will move to the basic and above range in English Language Arts and Math.
 - C. By spring 2008, 20% of students who scored basic will move to proficient and above in both English Language Arts and Math.
 - D. In grades K-2, students are rank ordered by October through a variety of assessments for early identification. Students in need of additional support will be given small group instruction in the classroom during Universal Access time and/or referred to the SST process, both students at risk and those who need additional challenge, as evidenced by growth in subsequent assessment and or referral form for SST. In addition, progress of each student can be measured by Houghton Mifflin’s Emerging Literacy Survey for K-2, Brigance Screening K-1, Houghton Mifflin Theme Skills Test given after each theme is completed, and the Houghton Mifflin’s California Summative Test given each of the four quarters.
 - E. First graders who need reading help will work with the Reading Recovery teacher 1:1 or in groups. She may work with kindergarten children who need a boost or other grade levels.

- F. Third and fourth graders will pilot the Mind Institute software program based on 30 years of research to enhance spatial and temporal math problem solving, along with a music component of listening to Mozart and learning keyboards. The data shows every student is helped whatever their levels from special needs to gifted.
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.
- A. All Sherman teachers will teach the California Department of Education specified instructional minutes in all content areas. This instruction will be rigorous and differentiated to meet the needs of all students, as evidenced by the lesson plans, evaluations, and principal walk throughs.
 - B. Standards-based instruction in each classroom will assure that every student has access to a high quality comprehensive education ensuring equity for all students. Teachers will meet with prior and next grade levels to discuss standards that need to be met before exiting/entering grades.
 - C. Emphasis will be placed on targeted students to obtain extra help during universal access time. They will also be referred for an SST where other resources can be distributed.
 - D. Students who are proficient and advanced are expected to be challenged through project based learning and extensions of classroom work.
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.
- A. Sherman teachers will implement and deliver a coherent, well organized, standards based academic program utilizing the adopted Houghton Mifflin Language Arts program and Harcourt Brace Math program, including the imbedded assessments, grades K-5 and other authentic/alternate assessments in all curricular areas to inform their teaching. This can be measured through checking lesson plans, classroom walk throughs, looking at Houghton Mifflin Focus Wall, Word Pattern Board, Word Walls, and students' work displayed. ELD program will be implemented in each classroom.
 - B. Staff will continue to participate in additional Houghton Mifflin Language Arts and Science training if it is available in the District. The staff will participate in staff development workshops, conferences, and meetings focused on the improvement of instructional delivery in all areas of the curriculum and share their knowledge. After the trainings, participating teachers will lead grade level staff development to train the other teachers in Houghton Mifflin techniques. Teacher leaders will also share resources and be available for questions/concerns about Houghton Mifflin, English Language Development, and Science.
 - C. Additional supplementary materials will be utilized based on the previous successful outcomes of the classroom teacher based on data with approval of the principal. Supplemental materials, such as Rigby, Reading Recovery, Math Steps, will be implemented in

the classrooms to provide extra support for lessons in language arts and math. Smart Boards, a large screen computer for the 4th and 5th grade classrooms and special ed 3-5 class will be purchased to access state of the art lessons through the internet.

- D. Teachers will use a frequent assessment system directly connected to the core content areas. Grade level teams will analyze, interpret and use data to improve instruction, meeting the needs of all students—basic and below to advance. They will focus on developing successful, program specific strategies to improve achievement for all students. Grade level meetings will provide time to analyze work samples in order to discuss the progression of students. Students who need challenge will be given project based learning opportunities.
- E. Writing samples will be collected three times a year, at the beginning, middle and end and filed in student writing portfolios. Teachers will analyze the students' improvement over time. Grade level meetings will provide time to analyze work samples in writing portfolios to discuss the progression of students.
- F. Mind Institute will continue to be implemented which focuses on math problem solving using temporal and spatial reasoning on the computer. The data for improving test scores is undeniable that it helps special needs as well as gifted move up to 15-20% in a year on CST scores, if funding can be acquired. In a high performing school, we expect the above results for low performing students. For the higher performing students, there should be an increase however slight. The research shows that after two years of this program elementary students who move to middle school soar past students who have not had this.

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.

- A. Sherman is an extraordinarily clean school facility. Our custodians and school-wide staff expect students to clean up after themselves. This enables the custodians to focus their time on maintaining the cleanliness and appearance of the whole building. To emphasize the concept of community, there will be grade level cleanup of the yards once a month. We also use the green bins for food wastes and blue bins for paper recycling.
- B. The school community values friendship among students. There is an active Student Council. The Sports4Kids Program, through leadership training, enables older students to help younger students to facilitate non-competitive play at recess and lunch. It has changed the school culture to a kinder, gentler, very respectful, more caring community of children in the yard. Student Council and Sports4Kids minutes will be submitted as evidence.
- C. We are building a community that fosters trust, accountability and professionalism for staff, students and parents. At the staff levels, all grade levels are working collaboratively as a team. Evidence of parent involvement will be shown through PTA attendance sheet, PTA notes and Cantonese translated notes.

While there has been compliance by all staff members regarding professional, collegial interrelationships and protocols, there is trust developing in spite of past issues among some staff. Healing has taken place. All staff members must demonstrate trustworthiness. At meetings there will be open, honest, transparent discussions about issues on professionalism.

Parent involvement is increasing. Through the Morning Assembly, we transmit values for friendship, diversity, and to be the best possible we can be. We announce meetings, events, getting children to recruit their parents, as well as having the core PTA and staff to recruit more parental involvement. We will continue to explore various meeting times for business to be conducted in Cantonese. The evidence will be larger number of parents participating in events and volunteering for the school such as duplicating the newsletter.

- D. Through the Morning Assembly, with greetings in 33 different languages reflecting the students' heritages, children feel they belong and that diversity is celebrated. Multiculturalism is enjoyed through various assemblies celebrating ethnic and cultural events. Students participate in this natural, joyful fabric of America. Sherman's embracement of multiculturalism can be measured through ethnic activities such as the Chinese New Year's Lion Dance, participation in the San Francisco Chinese New Year's Parade, and the African American Assembly.

5. **Parent and Community Involvement:** Significantly increase the involvement of a broad base of parents and community input.

- A. Two or more educational/informational workshops for parents will be provided during evening PTA meetings during the academic year. Since we've done math and literacy, perhaps science and literacy.
- B. There will be an increase of 10% of parent and community involvement in the children's education as demonstrated in volunteering in the library, classrooms, field trips, PTA, SSC, and community events.
- C. Will provide 10% more opportunities for parental involvement—in particular, opportunities for parents who work full time or are not English speaking.
 - 1. A parent coordinator with a staff member will help facilitate and train community volunteers. They will be encouraged to help collate the newsletter and staff events as well.
 - 2. A Kindergarten Orientation meeting is presented in the late spring to those new incoming kindergarten families. The principal and kindergarten teaching staff welcome and inform new families about starting out at Sherman school and our curriculum.
 - 3. The PTA will present a New Family Orientation to inform new family members about how they can get involved at Sherman. Traditional PTA events and fundraisers will be introduced, the roles of the PTA, SSC and ELAC will be outlined and volunteer opportunities will be presented. This will allow time for new families to find ways to support Sherman in a way that is most comfortable and appropriate for them.

4. A PTA Community Committee has been formed to coordinate key PTA community events that are not necessarily focused on fundraising efforts. This committee will organize current PTA community events and volunteer opportunities with a focus of embracing and celebrating Sherman's diverse population such as the Family Stew event.
5. Consultants will be hired to share their expertise with parents in the arts, choral music, origami and movement.
6. Information will be translated to ensure sharing of knowledge with non-English speaking parents.

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:

(Please state your data patterns and trends.) Sherman will achieve its API targets for all significant subgroups for the 2007-2008 school years. Targets for the Asian subgroup are 800. We scored 831 in 2005 and 838 this past year. Targets for the S. Disadv. are 800. We scored 801 in 2005 and 815 this past year.

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

Objective 1: By spring 2008, 30% or 11 of the 34 students who scored below basic will move to the basic and above range in English Language arts and 35% or 10 students who scored below basic will move to the basic and above range in Math.

Objective 2: By spring 2008, 20% or 8 of the 39 students who scored basic will move to the above basic range in English Language Arts and 15% or 4 of the 23 students who scored basic will move to the above basic range in Math.

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

1. Students in 2nd through 5th grades basic and below will be referred to the after school program for homework help. The Lead Teacher will work with after school program staff on strategies and assessments.
2. Teachers in classrooms will incorporate differentiated instruction utilizing Universal Access time to close the gap for basic and below, as well as basic to proficient and advanced.
3. Parents will be involved to supervise reading at home daily or weekly, as well as project based learning.

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:

(Please state your data patterns and trends.) While the overall API is 829 and all major subgroups are above 800, we are highlighting the achievement levels of Special Education students who generally score far below basic in the CST tests. Additionally, specific focus will be on newcomers who need specialized ESL services. ELL students who do not enroll from kindergarten are not up to standards in their grade levels. New students coming in mid year as well as basic and below students need additional support.

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

Objective 1: Special Education students' proficiency rates will improve by 10%, according to quarterly California Summative, math assessments, as well as the Woodcock Johnson annual assessments. Newcomers (EL) students at CELDT levels 1, 2 (beginning and early intermediate) will make one year's growth as assessed by annual CELDT data and benchmark assessments from ELD standards-based curriculum.

Objective 2: Ensure Academic Equity within the special education and classrooms with newcomers (CELDT Levels 1 and 2) in regular education with regard to materials available, additional teaching resources, through WISE resource for science, and through the Houghton Mifflin School-wide Initiative resource teacher support. Outside classroom support will be Speech services, mainstreaming, IEP, ACE after school homework help, Sports4Kids, volunteers, the arts, music and RSP, as well as the reading specialist program. The 3-5 special needs classes will participate in Mind Institute spatial and temporal math problem solving software and music program.

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

1. RSP teacher will provide both push-in services to identified special education students, as well as at risk students so that these students can access the core curriculum.
2. Special Education teachers will participate with regular education grade level teams and prepare lesson plans to match the core curriculum to accelerate their students' learning.
3. Special Education teachers and teachers of newcomers will mainstream students to access core curriculum at their grade level. Uniform scheduling of subject areas will be required. Reading Recovery teacher will offer reading strategies.

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.

Data Conclusions related to Goal 3:

(Please state your data patterns and trends.) Writing standards need to be addressed school wide because we are implementing Interactive Writing/Editing.

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

Objective 1: 90% of students will perform at level 4 or higher.

Objective 2: 100% of teachers will use interactive writing with editing to promote student writing skills, implementing the Houghton Mifflin Language Arts program.

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

1. Teachers will present student writing by grade levels three times per year using the California English Language Arts standards.
2. Align staff resources with students who need additional reading/writing help by September 15, 2006, matching every student who is basic and below.
3. Have a critical mass of teachers attend summer workshops in Houghton Mifflin Language Arts, focusing on writing.

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:

(Please state your data patterns and trends.)

Sports4Kids create a gentle, kind climate in the yard. Parents want a more secure school. The bathrooms are immaculate. Repairs are promptly made. Students are very responsive and follow the school rules and culture. We have a Crossing Guard before and after school.

We are one of the schools in the process of ADA compliance and the Green School Yard Project. Moving classrooms create stress for teachers and children.

We have a Student Success Team which meets every Wednesday mornings to address academic, behavioral, attendance issues.

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

Objective 1: Keep building and bathrooms clean and lock doors and gates to create only one door access to school on a daily basis, 100% of the time.

Objective 2: Will increase by 10% programs such as the arts, choral music, sports, sand tray to meet needs of all students in the school, and begin creating a park-like setting in the yards for the children through the Green Schoolyard project and outdoor gardening and science to promote learning with planting.

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

1. The custodian will monitor that gates and doors are locked.
2. Utilize a closed circuit monitor to view who is coming in from Union, Green and the disabled ramp entrance.
3. Implement the program priorities—arts, music, sand tray, choral music, sports, nutrition education project- selected by the whole school community.
4. Make sure that all stakeholders—students, staff, parents--have input to creating the green school yard on an ongoing basis and access for the teacher doing project based learning through gardening.

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, school wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 5:

According to the most recent needs assessment survey, parents are highly satisfied with their children's academic experience at Sherman. Parents continue to voice strong interest in converting Sherman to a K-8 school. Enrollment requests for Sherman have grown substantially in the last 4 years; for school year 2006-2007, requests averaged 7 students per seat in the general education Kindergarten classes. Based on the large number of parents touring Sherman in fall and winter of the current school year and strong attendance at our booth at the District enrollment fair and at Kindergarten panels around the City, enrollment is expected to reach capacity for school year 2007-2008. Strong growth in parent participation in school year 2006-2007 has resulted in a proliferation of community-building events. These include numerous "work weekends" to clean the exterior grounds of the school and further the work of the green schoolyard (spreading mulch, installing decomposed granite, etc.), a Field Day picnic at Golden Gate Park for all Sherman families, Winter Bazaar,

the Sherman “Stew” (a heritage potluck dinner at which our families celebrate their culture by sharing a special dish), Read-aloud Day, and many more events aimed at bringing our diverse families together. Increased parent participation and community-building efforts have helped increase PTA efforts to raise funds for new and expanded programs at Sherman (art instruction, choral music, increased funds for field trips and classroom supplies for classroom teachers).

Objective 1: Will provide two or more educational/information workshops for parents during evening PTA meetings or other evening community events, beginning with the second PTA meeting of the year.

Objective 2: An increase of 10% in parent and community participation in children’s education by volunteering in the library, classrooms, field trips, PTA, SSC, and community events, beginning with the Welcome Tea on the first day of the school year.

Objective 3: Provide 10% more opportunities for parent involvement; especially opportunities for parents who work full-time or are not English-speaking.

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

1. A parent coordinator will work with a staff member to facilitate the recruitment and training of parent and community volunteers.
2. Staff will provide workshops that interest parents to share teaching strategies for at-home support, including a Literacy Night workshop held at school. Childcare and literacy-themed games are provided by staff and parent volunteers while parents attend various literacy workshops.
3. Consultants will be hired to share their expertise with parents in the arts, choral music, origami, and dance/movement.
4. Information will be translated to ensure sharing of knowledge with non-English speaking parents.
5. A Kindergarten Orientation meeting will be held in May for new incoming Kindergarten families. The principal and Kindergarten teaching staff welcome and inform new families about starting at Sherman and the curriculum. Parent volunteers attend to welcome new families as well.
6. The PTA will present a New Family Orientation to inform new families about how they can get involved at Sherman. Traditional PTA events and fundraisers will be introduced to new families, the roles of the PTA, SSC, and ELAC will be outlined and volunteer opportunities will be presented. This will help new families find ways to support Sherman in ways that are most comfortable and appropriate.
7. The PTA Community Committee coordinates key PTA community-building events and recruits volunteers. Community-building events are not fundraisers – instead these events focus on embracing and celebrating Sherman’s diverse population. The Field Day, Winter Bazaar, and Family Stew are just a few examples of community-building events held every year.

Action Plan

GOAL #1 Significantly increase academic achievement and learning for all students, in particular achievement gap targeted students.

Student groups participating in this goal: El, EDY, SPED, African Americans, Latino, Gate, All,

Performance gains expected for these students: 30% or 11 of students below basic will move to basic in reading and math. 35% or 10 of students at basic will move to proficient in reading and math.

Means of evaluating progress toward this goal: CST, CAT/6, IWA, Brisance, IEP, CWST, CELDT, LALAR

Group data needed to measure academic gains: 30% of students below basic will move to basic in reading and math. 20% of students at basic will move to proficient and above in reading and math on the CST.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
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Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of instruction with content standards:</p> <p>All instruction and professional development will be aligned with California Content Standards.</p> <p>Supplemental materials will be used to enhance the student’s ability to learn and comprehend instructional input.</p> <p>Duplicating equipment will be repaired.</p> <p>All teachers will analyze District data reports and other available assessments to identify special needs of all of our students by end of October.</p> <p>All teachers will implement Houghton Mifflin Reading/Language Arts and the Harcourt Math Series, which are aligned with the California Content Standards including the imbedded assessment, daily.</p> <p>Third grade teachers, special education upper grade teachers and the technology teacher will continue the Mind Institute software and music program.</p> <p>Teachers’ Lesson Plans and instructional practices reflect alignment with core curriculum, content standards, and State guidelines for instruction daily.</p> <p>Direct instruction from bilingual aide to support ELL students in 1-5 will be utilized to support classroom instruction daily.</p> <p>Teachers will participate in grade level planning meetings to collaborate on best teaching practices, effective strategies for targeted students, to increase academic achievement in both reading and math for targeted students once a month. Many meet more frequently on an informal basis.</p>	<p>All Teachers/Principal, Reading Recovery, Librarian, Technology Secretary</p> <p>Secretary</p> <p>Principal</p> <p>All Teachers/Principal</p> <p>Third Grades, Sped. Tech. Teacher</p> <p>Paras</p> <p>Grade Level Teams</p>	<p>\$1,539,512</p> <p>Instructional Supplies \$527 \$11,669 \$3,363 \$2,000 \$527</p> <p>\$4,000</p> <p>\$20,000</p> <p>\$22,069 \$22,069</p>	<p>WSF</p> <p>SI WSF WSF Sped. CD SIP</p> <p>WSF</p> <p>Technology Grant, Outside Grant</p> <p>LEP, SIP LEP, SIP</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.2 Improvement of instructional strategies and materials: Universal Access time in language arts and math will be used to pre-teach or re-teach concepts taught during whole class time to targeted students daily. Other times it will be used to challenge students.</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). SST meetings will be held every Wednesday mornings.</p> <p>All teachers will deliver a coherent, well organized, standards based, academic program in reading and language arts to meet the needs of all students basic and below, proficient and advanced on daily basis. Adaptations, modifications and differentiation will be utilized in the classroom to facilitate comprehensible input for all children on a daily basis.</p> <p>Study of root Latin and Greek words will be incorporated in grades 4-5 based on research that the drop in fourth grade reading comprehension is attributed to inadequate vocabulary acquisition on a weekly basis.</p> <p>Guided Reading will be an integral part of a balanced reading program in the core literacy program on a weekly rotating basis.</p> <p>Math manipulatives will be used to introduce concepts to support math content development.</p> <p>K instructional aide will support classroom instruction so teachers can work individually or in small groups with targeted students. Research supports that interventions in the K/1 grade levels make the largest long-term impact on student learning. They will work in small groups with EDY.</p> <p>The Media Resource Teacher will order appropriate materials and promote literacy events for the school use. She will specifically order a variety of books, especially for EDY.</p> <p>The Reading Recovery Specialist will work with groups of first and second graders who are not at grade level in reading. During the second semester, kindergarten students may have some time with the Specialist.</p> <p>The Technology Resource Teacher will teach K-5 curriculum aligned with classrooms according to schedule and trouble shoot computers in the lab, library, office and classroom as needed.</p> <p>Teachers’ lesson plans and instructional practices reflect alignment with core curriculum, instructional minutes required, address content standards and meet California guidelines for instruction.</p> <p>Students will participate in Choral music by grade levels, which inspires, enables students to focus and sing enhancing their self esteem.</p> <p>Risograph machines will be repaired to duplicate materials needed for classrooms and parent</p>	<p>All Teachers</p> <p>Principal, 4-5 teachers Special Ed teachers</p> <p>All Teachers</p> <p>Instructional Aide</p> <p>Media Resource Teacher</p> <p>Reading Recovery</p> <p>Technology Teacher</p> <p>All Teachers</p> <p>Choral Teachers Choral Music</p>	<p>\$22,069</p> <p>\$12,000</p>	<p>LEP, SIP</p> <p>PTA</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.3 Extended learning time:</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 Weekly Readers, Homework Packets, and Test Ready materials, Mondays through Thursdays.</p> <p>Our 21st Century After School Program will supervise homework and help students who need it as well as provide enrichment and recreational classes every day after school.</p> <p>Library will be accessible during scheduled days to all students during lunch and after school.</p> <p>Sports4Kids Program will provide during school and after school, a high quality, sports activities program to enhance the health and social well being of targeted students by fostering cooperation, teamwork, acceptance of diversity and leadership skills. All students will participate during school. Targeted students will participate after school. The first hour of after school is devoted to help with homework for EDY students, Mondays through Thursdays.</p> <p>Curriculum related field trips would be used to enhance and enrich the core curriculum in language arts, math, social studies, and science, as appropriate.</p> <p>Teachers provide additional instructional time during recess, lunch and after school as needed.</p>	<p>All Teachers Support Staff RSP, Reading Specialist Speech Therapist, OT, PT Psychologist Media Resource</p> <p>ACE Teachers</p> <p>Sports4Kids Consultant</p> <p>Teachers</p> <p>Most primary teachers and some intermediate teachers</p>	<p>Volunteers</p> <p>\$23,500</p> <p>\$2,000 Field Trips</p>	<p>PTA</p> <p>WSF</p> <p>SIP, WSF</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.4 Increased educational opportunity:</p> <p>The SST meets every Wednesday morning to discuss needs of targeted students.</p> <p>The Technology Resource Teacher provides classroom coverage in the lab for SST meetings.</p> <p>Sports4Kids consultant will teach students non-competitive games and develop leadership skills among 5th grade students who will work with all grade levels during recess and lunch. Students check out PE equipment to other students. This program promotes self-governance.</p> <p>The Media Research Resource teacher will support on line and learning resources for all students over and above regular services provided by classroom teachers, especially for EDY.</p> <p>EL students will receive 30 minutes Into English for ELD daily in their classrooms.</p> <p>We are a Nutrition Education Project school. The teachers will teach 20 health education lessons annually. We will have 2.5 days a week Teacher from School Health facilitated lessons.</p> <p>Students will receive visual and performing arts curriculum, including drawing and painting, origami, Hip-hop, choral music, theater, ballet, dance, on a scheduled basis.</p> <p>AIMs Concerts for 1-5th grades and visits to the Davies Symphony Hall per schedule.</p> <p>3-5th grade students participate in the Choral Collaborative in events such as singing at City Hall Rotunda, Giants games, Career Day per calendared schedule.</p> <p>GATE students will participate in Project Based learning activities on a routine basis.</p> <p>The teachers, especially for African American and Latino students, will monitor attendance and tardiness, reporting to the principal. Their academic proficiency will be monitored on a monthly basis.</p> <p>Teachers will make appropriate leveled reading assignments during school and during the summer.</p> <p>Library books are purchased annually to maintain diverse array of reading materials for students.</p> <p>RIF Reading Is Fundamental program of book give-aways will occur three times a year.</p> <p>Students referred to principal for behavioral issues first write about it and then discuss it.</p>	<p>RSP, RSP Instructional Aide, Psychologist, Speech Therapist, Teacher Tech Teacher</p> <p>Sports4Kids Consultant</p> <p>Media Research Resource Teacher</p> <p>All Teachers Chinese Bilingual Teachers All Teachers</p> <p>All Teachers Artists</p> <p>1/5 Teachers</p> <p>3/5 Teachers</p> <p>All Teachers</p> <p>All Teachers</p> <p>All Teachers</p> <p>Library person</p> <p>Teacher</p> <p>Principal</p>	<p></p> <p></p> <p></p> <p></p> <p>\$45,000</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>\$5,000</p> <p>\$400</p> <p></p>	<p>Special Education</p> <p></p> <p></p> <p></p> <p>PTA, PROP H</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>CD</p> <p>WSF</p> <p></p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.5 Staff development and professional collaboration:</p> <p>Professional development activities that address the language and academic needs of ELs will be provided at faculty meetings on a quarterly basis.</p> <p>Reading Recovery Teacher will attend required conferences annually. She will write a grant for the funds to attend. Otherwise, carry over funds will be utilized.</p> <p>All teachers will participate in at least monthly grade level meetings to establish and exchange best practices, develop action plans to address needs of targeted students, and take care of business.</p> <p>Coaching/support sessions will be followed by in class coaching/modeling provided by opportunity to observe experienced teachers and/or demonstration lessons by the principal. Teachers are matched to experienced teachers in a mentor/coaching BTSA relationship. They meet weekly. The focus of whole school will be on strategies to implement TESA.</p> <p>SSC members will attend required workshops for development of the Academic Plan.</p> <p>At grade level meetings, strategies are shared in all curricular areas. K-5 grade level meetings are collaborative. Grade level co-accountability is supported to deepen collaboration on strategies in reading and math to help every student as part of school culture.</p> <p>During parent teacher conferences, a Cantonese/Mandarin community relations person provides interpretation of students' assessment results to parents.</p> <p>Staff development focus on racism, TESA Teacher Expectations and Student Achievement on monthly basis with focus on strategies for equity in calling on students, proximity.</p>	<p>Principal, Teacher Leaders</p> <p>RR Teacher</p> <p>All Teachers</p> <p>Mentor Teachers Principal</p> <p>SSC Members</p> <p>Grade Level Teams Principal</p> <p>Community Relations</p> <p>Teachers with Teacher Leaders</p>	<p>\$800</p> <p>\$22,599</p>	<p>CD</p> <p>BTSA</p> <p>SIP</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.7 Auxiliary services for students and parents:</p> <p>Special Education teachers will confer with regular education teachers into whose class’s special education students mainstream. They are essential part of every grade level meeting.</p> <p>The office manager/school secretary will handle processing of attendance, payroll, budget, purchase orders, resolutions while managing the day to day operations of the school helping children, staff and principal. She also manages Emergency Care Plans regarding asthma, diabetes, seizers, allergies, etc.</p> <p>Purchasing supplies for school and office.</p> <p>The community relation’s translator will provide both written and oral Cantonese as necessary.</p> <p>Special Education teachers, RSP, and Speech Therapist will work individually and with small groups of identified students to provide equal access to the core curriculum as scheduled.</p> <p>Media Research Teacher will provide supplemental literacy support in the library to promote reading for pleasure for all children, especially EDY.</p> <p>Duplication of newsletter, homework materials, information to staff is an important communication tool. Repair and maintenance of equipment.</p> <p>Sand Tray Consultant provides a protected environment for students to focus to help them improve academically, once a week for one hour. They are pre and post tested.</p> <p>We have morning assemblies in the yard to greet students in 33 different languages, remind students of school rules/being a friend, singing on Fridays.</p>	<p>All Teachers</p> <p>Office Manager</p> <p>Office Manager</p> <p>Community Relations Translator</p> <p>Media Resource Teacher</p> <p>Principal Staff</p> <p>Sand Tray Consultant</p> <p>Principal/Teachers</p>	<p>\$4,723</p> <p>\$5,000</p> <p>\$3,500</p>	<p>LEP, SIP</p> <p>WSF, CD</p> <p>CD WSF</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.8 Monitoring program implementation and results:</p> <p>The SSC will monitor the implementation of the Academic Plan with input from the school community at least three times a year.</p> <p>Teachers will use Houghton Mifflin and Harcourt Brace imbedded assessments as appropriate. They will use other alternative assessments at least monthly.</p> <p>The office manager/secretary will provide the necessary duties of maintaining the school budget, requisitions, purchase orders, parent and staff communications by telephone and other tasks as needed to monitor program implementation for students every day.</p> <p>Data Analysis or outcomes in all areas California STAR, Harcourt Math, Houghton Mifflin Assessments, writing assessments, etc. from K-5 will inform the effectiveness of program implementation.</p>	<p>SSC</p> <p>All Teachers</p> <p>Office Manager/Secretary</p> <p>Principal All Teachers</p>		

GOAL #2: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum
Student groups participating in this goal: All Sherman students with a particular focus on EL, SPED, GATE, Latino, African American and Socio-economically disadvantaged students.
Performance gains expected for these students: Continuous progress towards meeting API and California Content Standards.
Means of evaluating progress toward this goal: Teacher monitoring imbedded language arts and math assessments.
Group data needed to measure academic gains: California STAR assessments, CELDT, LALAR

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>2.1 Alignment of instruction with content standards:</p> <p>All GATE students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum throughout the day.</p> <p>English learners (ELs) will be provided with English language development (ELD) instruction that is based on ELD standards and appropriate for their identified levels of language proficiency daily in their classrooms.</p> <p>IEP's will be written, implemented, and aligned to state core content standards and reflect students' present levels of performance per schedule.</p> <p>All identified special education students will receive the core curriculum daily. <u>“Adapting Curriculum and Modifying Instruction: A Guide for All Educators”</u> will be used as a tool to adapt the language arts and math core curriculum to address the needs and styles of a wide range of students in their classes. This will help them achieve at the highest possible level. Included in this guide is the “Matrix of Instructional Strategies for Addressing Individual Learning Needs and Styles” which incorporates research-based strategies for achieving learning results for ELL, GATE, SPED, and at-risk students.</p> <p>The transitional Chinese bilingual program provides for access to the core curriculum.</p>	<p>GATE Coordinator Principal</p> <p>All Teachers Principal</p> <p>Special Ed Teachers Speech Therapists Psychologist Principal</p> <p>Special Ed Teachers</p> <p>Chinese Bilingual Teachers</p>	<p>Instructional Supplies</p>	<p>GATE, SIP</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>2.2 Improvement of instructional strategies and materials:</p> <p>All students with disabilities will have core curriculum materials and appropriate supplemental materials. WSF funds will be utilized to purchase supplemental materials.</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. <p>ELL students will receive daily English Language Development and Specifically Designed Instruction in English (SDAIE) daily.</p> <p>All IEP’s will be current, containing all the required components and be aligned to the core curriculum. Special Ed teachers, RSP, instructional aides, tutors, speech, OT/PT will provide equal access to core curriculum for all identified students, utilizing the same materials, when appropriate, as the non special ed students to achieve goals of IEPs.</p> <p>Teachers will utilize supplemental materials to improve reading comprehension and writing proficiency for all students including EL, EDY and SPED on a daily basis.</p> <p>Teachers will utilize supplemental materials to challenge GATE students in their particular areas of interest on monthly basis.</p> <p>Special Education teachers will confer with regular education teachers into whose class’s special education students mainstream at grade level meetings.</p>	<p>Special Education Teachers All Teachers</p> <p>All Teachers Instructional Aides GATE Special Ed Teachers Special Ed Aides Volunteers</p> <p>ELD and Chinese Bilingual Teachers</p> <p>Special Ed Teachers Speech Therapists RSP, OT/PT</p> <p>All Teachers</p> <p>4-5 Teachers</p> <p>All Teachers</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>2.3 Extended learning time:</p> <p>Primary teachers extend learning time by allowing students to come in during recess and lunch recess for additional instructional time whenever needed.</p> <p>Many intermediate teachers extend learning time by allowing students to come in during recess and lunch whenever needed.</p> <p>All identified LEP students will be provided with Intensive English with Chinese Bilingual Support, On Our Way to English lessons 30 minutes a day.</p>	<p>Primary Teachers</p> <p>Intermediate Teachers</p> <p>ELD, Chinese Bilingual Teachers</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>2.4 Increased educational opportunity:</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 instruction throughout the day.</p> <p>SPED students will be mainstreamed into regular ed or ELD classes wherever appropriate. Regular ed, ELD, Chinese Bilingual teachers will facilitate their inclusion as scheduled.</p> <p>Small group instruction with Reading Specialist will be provided to students who are below grade level in the second half of kindergarten and the first half of first grade. Second graders who are still struggling will be helped whenever possible. This is done with intensity and urgency every day.</p> <p>K instructional aide will be utilized during the first month of the school year to help in kindergarten classes. Research supports that interventions in K/1 grade levels make the largest long-term impact on student learning. Their time will be specifically devoted to EDY. The second para will work with 4/5 classes.</p> <p>Materials and resources will be utilized to support differentiated curriculum for targeted students performing basic or below and for GATE and high potential students weekly.</p> <p>Reading Recovery will work to increase literacy for targeted students in 1st and 2nd grades. The RSP staff will work with identified students on a daily basis in specific grade levels.</p> <p>Teachers will be trained on TESA Teacher Expectations and Student Achievement.</p> <p>Teachers will be trained on the importance of relationships and building assets especially in order to close the achievement gap with African American, special needs and Latino students who are not yet at proficient.</p> <p>Teachers will be trained on discussing various vantage points based on ones race.</p>	<p>4-5 Teachers</p> <p>Special ED Teachers All Teachers</p> <p>Reading Specialist</p> <p>Instructional Aides</p> <p>All Teachers</p> <p>Reading Recovery RSP Staff</p> <p>All Teachers</p> <p>All Teachers</p> <p>All Teachers</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>2.5 Staff development and professional collaboration:</p> <p>Professional development activities that address the language and academic needs of ELs will be provided at staff development meetings. Honest discussion on equally high expectations for students of color will be ongoing in implementing TESA.</p> <p>Teachers will attend district mandated professional development.</p> <p>Professional collaboration among teachers of GATE students focuses on how to differentiate instruction/curriculum to challenge GATE students. Best practices are shared at grade level meetings regarding open-ended and independent research projects to further stimulate the learning of GATE students.</p> <p>Reading Recovery Conference will be attended by Reading Recovery Teacher who works with the Far Below Basic students primarily in first grade and other grades.</p>	<p>Principal Teachers</p> <p>GATE Coordinator All Teachers Principal</p> <p>Reading Recovery Teacher</p>		
<p>2.6 Involvement of staff, parents and community:</p> <p>The PTA, SSC and staff will review current conditions of the school, the progress of program implementation, achievement results and school activities in the school plan in February. The SST process will facilitate support for students by working collaboratively with staff and parents held every Wednesday morning.</p> <p>Open House at the beginning of the school year will enable parents to know what the core curriculum involves and what the teacher’s expectations are for their students. Two regularly scheduled parent conferences and additional conferences scheduled as needed would enable parents to assess progress of their students.</p> <p>CELDT, LALAR and other assessment results will be used to plan appropriate instruction, which includes SDAIE strategies, and native language instruction when possible.</p>	<p>PTA SSC Principal</p> <p>Parents Principal Teachers</p> <p>All Teachers</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>2.7 Auxiliary services for students and parents:</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 Representative will be an active participant in the planning, facilitation and monitoring of the GATE program at the site. • 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>Weekly SST meetings are held to discuss targeted student needs with the School Psychologist, Speech, RSP, RSP aide, Principal, Teacher and Parents.</p> <p>The community relation's translator will provide both written and oral Cantonese as necessary.</p> <p>Special Ed teachers, RSP and Speech Therapists will work individually and with small groups of identified students to provide equal access to the core curriculum.</p> <p>The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines.</p>	<p>GATE Coordinator Gate Advisory Council SSC, PTA</p> <p>SST, RSP, Principal Teacher, Parents, School Psychologist, Speech Therapists</p> <p>Community Relations Staff</p> <p>Special Ed Teachers, RSP, Speech Therapists</p> <p>All Special Ed Staff</p> <p>ELD Teachers</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>2.8 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 when possible.</p> <p>Data Analysis or outcomes in all areas California STAR, Harcourt Math, Houghton Mifflin Assessments, writing assessments, etc. from K-5 will inform the effectiveness of program implementation.</p>	<p>GATE Coordinator Parent Rep.</p> <p>All Teachers Principal</p> <p>Principal All Teachers</p>		

GOAL # 3: Improve the instructional delivery to all students using best practices and whole school reform models.

Student groups participating in this goal: ALL, especially students who are basic and below.

Performance gains expected for these students: Continuous progress toward

S meeting California API goals and the California Content Standards.

Means of evaluating progress toward this goal: A regularly scheduled review of student work identified imbedded Houghton Mifflin literacy assessments and imbedded Harcourt Math assessments.

Group data needed to measure academic gains: California STAR assessments and regular assessments at end of units.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>3.1 Alignment of instruction with content standards:</p> <p>Monthly Houghton Mifflin and other relevant assessments for students in K-5 will be implemented. Letter recognition, decoding, reading comprehension, and reading fluency will be assessed.</p> <p>Teachers will team within their own grade level or cross grade levels to gain best strategies for effective learning based on content standards across all curricular areas. By teaming collaboratively, our whole school reform will produce better outcomes for students who are basic and below. Through periodic assessments agreed to across grade levels, we will be able to track progress of these particular students.</p> <p>Collaboration assists all teachers to improve instruction in their delivery of a coherent academic program based on content standards. This requires training and staff development. A critical mass of teachers attends Houghton-Mifflin language arts training for a week in the summer. 4th and 5th grade teachers attend a week of science training in the summer.</p>	<p>Principal All Teachers</p> <p>Grade Level Teams Principal</p>		<p>District</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>3.2 Improvement of instructional strategies and materials:</p> <p>Differentiation strategies will be fully utilized by <u>both</u> general and special educators, driven by frequent, periodic and regular assessments, informing instruction based on what students need to know. They will be taught in small groups or 1:1 sessions through guided practice in all curricular areas. The whole school reform model will be evidenced by effective grade level and cross grade level collaboration. Implementation of TESA strategies will be monitored.</p> <p>Student writing samples will be analyzed to determine the effectiveness of lessons four times a year.</p> <p>As part of whole school reform model, Grade Level Teams will meet to discuss specific focus areas in language arts and math to share and collaborate on delivering a coherent, well organized, standards based, academic program through direct instruction.</p> <p>As part of whole school reform model, Grade Level Teams will meet to analyze, interpret and use assessment data to improve instruction to meet the needs of all students.</p> <p>As part of whole school reform model, all teachers/leaders will engage in collegial, collaborative school and grade level teams that focus on developing successful, program specific strategies to improve achievement for all students in all curricular areas.</p> <p>Teachers will voluntarily observe each other using TESA strategies.</p>	<p>All Teachers Principal Support Staff Grade Level Teams Cross Grade Level Teams</p> <p>Grade Level Teams</p> <p>Grade Level Teams</p> <p>All Staff</p> <p>Volunteer Teachers</p>		
<p>3.3 Extended learning time: Students in 2-5th grades who are basic and below will be given priority to the ACE after school program.</p>	<p>Teacher Leaders in ACE</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
3.4 Increased educational opportunity: Match students with tutors, paras, RSP para, RSP, teacher.	Teachers		
3.5 Staff development and professional collaboration: Provide training through staff sharing of strategies during second staff meeting of the month.			
3.6 Involvement of staff, parents and community: SSC composed of staff, parents and community members will review current conditions of school, the progress of program implementation, achievement results and school activities in the school plan.	SSC Members Principal		
3.7 Auxiliary services for students and parents: Refer to community programs.	SST Team		
3.8 Monitoring program implementation and results: Check on follow up through the SST process.	SST Team		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>GOAL #4: Ensure a safe secure school and learning environment Student groups participating in this goal: All, EL, EDY, GATE, SPED Performance gains expected for these students: Reduction of tardiness, absences. Means of evaluating <i>progress</i> toward this goal: Regular review of facility, safety measures and discipline reports. Group data needed to measure academic gains: API report, CST, and other appropriate measures.</p>			

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety: The school will utilize a school-wide positive behavior model, with staff assisting with implementation of individual behavior plans. The school theme for children is, “Be a Friend.” Teachers will discuss ways to be a friend.</p> <p>The Sports4Kids will facilitate non-competitive games during recess and lunch yard times. The Consultant will work with targeted fourth and fifth grade students to train them in leadership skills to work with peers and younger students during yard time to facilitate getting along. Trained students will check in PE equipment during recess and lunch.</p> <p>A procedure has been developed as to when and who in the school will refer students to the Dropout Prevention Office for excessive absences and will be used consistently. Parents are notified in a timely manner regarding their children’s non-attendance in school. Teachers will take attendance and report absent students to the office using district attendance forms by 8:15 a.m.</p> <p>Learning Support Counselor will work with teachers and students needing social skills.</p> <p>Students are consistently supported for educational/behavioral problems through the SST. School supports awareness of and celebrates diversity through the implementation of routine cultural events.</p> <p>School Health Advocate reports information to staff to enable teachers to give health lessons.</p>	<p>All Teachers All Support Staff</p> <p>Sports4Kids Consultant</p> <p>Community Relations Translator Teachers</p> <p>Learning Support SST/RSP Aide Principal Staff</p> <p>Health Advocate All Teachers</p>		Prop H
<p>4.2 Staff development and professional collaboration: Crisis Response Team and Emergency Response Team have been identified. There will be a staff meeting to discuss responsibilities and staff changes. They will be given notices of opportunities for training.</p>	<p>Crisis Response and Emergency Response Team Members Principal</p>		
<p>4.3 Engagement of staff, parents, community: Appropriate resources are made available to assure translation and interpretation services for parents as needed.</p> <p>Communicate earthquake preparedness needs of students to the parents and community. Continue to build classroom kits.</p> <p>Parents are invited to participate in the SST process to insure success of their child.</p> <p>Sports4Kids Consultant will facilitate activities in the yard during recesses and lunch recess.</p> <p>Parents will be invited to school events such as Open House, Parent/Teacher Conferences, Read Aloud Day, Winter Bazaar, Chinese New Year Parade, Holiday Musicale, and Union Street Fair.</p>	<p>Community Relations Translator Parents</p> <p>Principal</p> <p>SST</p> <p>Sports4Kids Consultant</p> <p>PTA President Principal</p>		

<p>4.4 Auxiliary services for students and parents: Partnership with SF City College is to provide nursing intern services to the school community.</p> <p>Referrals are made to appropriate outside agencies for family support.</p> <p>Students will receive visual and performing arts curriculum.</p> <p>Sherman will have regular fire safety drills and earthquake drills.</p>	<p>Nurse Intern</p> <p>Principal SST</p> <p>Artists</p> <p>All Staff Fire Dept.</p>		
<p>4.5 Monitoring program implementation and results:</p> <p>Attendance records and meeting agendas will show on-going collaboration among students, parents, PTA, staff, teachers and principal.</p> <p>Student Council will give monthly reports at morning assembly.</p>	<p>All Staff PTA All Students</p> <p>Student Council</p>		

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

Student groups participating in this goal:

Performance gains expected for these students:

Means of evaluating *progress* toward this goal:

Group data needed to measure academic gains:

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding 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.</p> <p>Community Meetings will be held to discuss Academic Site Plan and Budget.</p> <p>There will be ongoing recruitment and solicitation of parents to serve on PTA, SSC, ELAC, SAC, GATE and other committees as needed.</p>	<p>GATE Coordinator Principal</p> <p>SSC, ELAC, SAC Principal</p> <p>PTA Officers Community Relations Translator Principal</p> <p>Principal PTA ELAC SAC GATE Coordinator All Teachers All Staff</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<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>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: 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 parent involvement policy will be distributed to all families.</p> <p>Parent/teacher conferences will be held semi-annually.</p> <p>A monthly newsletter in English and Cantonese will keep parents informed.</p> <p>Student progress towards achievement of IEP goals and objectives will occur during IEP meetings and during regular ed reporting periods by use of Attachment G</p>	<p>Identified Students Teachers</p> <p>GATE Coordinator PTA President Principal</p> <p>All Students All Parents Classroom Teachers Principal</p> <p>Principal</p> <p>Principal Classroom Teachers Parents Special Ed Teachers Content Specialist Principal</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students:</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>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>All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities.</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>Necessary steps have been taken to ensure a fully functioning ELAC.</p> <p>All parents will be encouraged to participate by helping supervise homework at home, volunteering in the classroom, going on field trips, serving on committees.</p>	<p>Special Education Teachers Principal GATE Coordinator Newsletter Editor Principal</p> <p>Principal Community Relations Translator</p> <p>Principal</p> <p>Principal</p> <p>All Parents</p>		
<p>5.4 Providing education opportunities for parents:</p> <p>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.</p>	<p>Teachers Principal</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>5.5 Involvement of community partners:</p> <p>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.</p> <p>Sherman and the Union Street Merchants will coordinate and jointly participate in a Halloween Parade as well as the Union Street Fair.</p> <p>The school will maintain ties with businesses and organizations that donate time or money to the school.</p>	<p>Principal Parents</p> <p>Union Street Merchants</p> <p>All Students Teachers PTA President Principal</p>		
<p>5.6 Monitoring program implementation and results:</p> <p>Digital photo journals will be maintained of school/community events. Monthly newsletters will record functions and events at school.</p>	<p>Teacher Principal Newsletter Editor</p>		

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Phyllis Matsuno		X					10-03
Denise Damele			X				10-05
Jeremiah Jeffries			X				10-04
Florence Tse			X				10-04
Carlene Leung				X			10-05
Ali Linder					X		10-05
Tom Weverka					X		10-06
Evana Preer					X		10-05
Mollie Matull					X		2-04
Anna Chiao					X		2-04
Josie Owens (Alternate)					X		
Jane Kwan (Alternate)				X			
Numbers of members of each category		1	3	1	5		

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

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based school site 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

Names of Members	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Phyllis Matsuno		X					10-03
Carlene Leung				X			10-03
Florence Tse			X				10-04
Cindy Ma					X		10-05
Xing Ru Zhu					X		10-05
Bi Xiam Zhu					X		10-05
Numbers of members of each category		1	2	1	4		

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*) Staff, PTA, Community Meeting
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: February 6, 2007
 - B. One meeting to present plan upon its completion.
DATE: March 1, 2007
7. This school plan was adopted by the school site council on: March 1, 2007.

Attested:

Phyllis Matsuno _____
Typed name of school principal Signature of school principal Date

Ali Linder _____
Typed name of SSC chairperson Signature of SSC chairperson Date