

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

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

**Malcolm X Academy**

38-68478-6041586

March 16, 2007  
Revised April 13, 2007

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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

# ACADEMIC PROGRAM SURVEY

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

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

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

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

<p><b>1. Instructional Program</b> To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math</li> <li>– “<b>2 - Substantially</b>” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math</li> <li>– “<b>1 - Partially</b>” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math</li> <li>– “<b>0 - Minimally</b>” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math</li> </ul>	<p>ELA    3    X    1    0</p> <hr/> <p>ELA    3    X    1    0</p> <hr/> <p>Math    3    2    X    0</p> <p>Math    3    X    1    0</p> <p>Intervention – 4<sup>th</sup>, 5<sup>th</sup> gr</p>
<p><b>2. Instructional Time</b> To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> classrooms have the appropriate time allocations for students</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>1 - Partially</b>” means that <u>half</u> of classrooms have the appropriate time allocations for students</li> <li>– “<b>0 - Minimally</b>” means that <u>few</u> classrooms have the appropriate time allocations for students</li> </ul>	<p>ELA    X    2    1    0</p> <hr/> <p>ELA    X    2    1    0</p> <p>Intervention</p> <hr/> <p>Math:    X    2    1    0</p> <p>Math:    X    2    1    0</p> <p>Intervention</p>
<p><b>3. Principals’ Instructional Leadership</b> To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum</li> <li>– “<b>2 - Substantially</b>” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year</li> <li>– “<b>1 - Partially</b>” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430</li> <li>– “<b>0 - Minimally</b>” means neither the principal nor vice principal have made arrangements to take AB 430</li> </ul>	<p>ELA    3    2    X    0</p> <hr/> <p>Math    3    2    X    0</p>
<p><b>4. Teachers’ Professional Development Opportunities</b> To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> <li>– “<b>3 - Fully</b>” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472</li> <li>– “<b>2 - Substantially</b>” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year</li> </ul>	<p>ELA    3    X    1    0</p> <hr/> <p>Math    3    X    1    0</p>

<ul style="list-style-type: none"> <li>- “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training</li> <li>- “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training</li> </ul>					
<p><b>5. Student Achievement Monitoring System(s)</b></p> <p>To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p>	ELA	3	X	1	0
	Math	3	X	1	0
<ul style="list-style-type: none"> <li>- “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being <u>used in a timely manner to determine student progress and modify instruction</u></li> <li>- “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u></li> <li>- “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered</li> <li>- “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered</li> </ul>					
<p><b>6. Ongoing Instructional Assistance and Support for Teachers</b></p> <p>To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p>	ELA	3	X	1	0
	Math	3	X	1	0
<ul style="list-style-type: none"> <li>- “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials</li> <li>- “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers</li> <li>- “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers</li> <li>- “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers</li> </ul>					
<p><b>7. Monthly Teacher Collaboration by Grade/Content Level</b></p> <p>To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p>	ELA	3	X	1	0
	Math	3	2	X	0
<ul style="list-style-type: none"> <li>- “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math</li> <li>- “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level</li> <li>- “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level</li> <li>- “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level</li> </ul>					
<p><b>8. Lesson Pacing Schedule (K-8)/Intervention (9-12)</b></p> <p>To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p>	ELA	3	X	1	0
	Math	3	X	1	0
<ul style="list-style-type: none"> <li>- “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school</li> <li>- “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels</li> <li>- “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels</li> <li>- “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels</li> </ul>					
<p><b>9. Fiscal Support</b></p> <p>To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p>	ELA	X	2	1	0
	Math	X	2	1	0
<ul style="list-style-type: none"> <li>- “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan</li> <li>- “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan</li> <li>- “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan</li> <li>- “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan</li> </ul>					

## DATA SUMMARY

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

### S.F.U.S.D. School Profiles 2006-07 (Fall 2006)

#### **Malcolm X Academy**

Malcolm X Academy ES  
 350 Harbor Road  
 San Francisco, CA 94124  
 (415) 695-5950

Ms. Cheryl Foster, Principal

#### Student Data

School Number	830		
Grade Span	K-5	Avg Daily Attendance	90.3%
Student Enrollment	158	Excused Absenses	2.7%
ELL (LEP/NEP)	16 ( 10.1%)	Unexcused Absenses	7.0%
Special Education	10 ( 6.3%)	Dropout Rate	2.5%
EDY	0 ( 0.0%)	Suspended	12
GATE	2 ( 1.3%)	Teacher Attendance	--%
Free Lunch	121 ( 76.6%)	Building (Sq. Ft.)	50,800
Reduced Lunch	4 ( 2.5%)	Yr Constructed	1957
		Children Center	No

#### STUDENT ETHNIC REPRESENTATION by GRADE LEVEL

(% = Percent)

M/F	Total	L	OW	AA	C	J	K	AI	F	ONW	DS
	Number	%	%	%	%	%	%	%	%	%	%
%											
Kgn	26	11.5	0.0	38.5	0.0	3.8	0.0	0.0	0.0	26.9	19.2
42.3/ 57.7											
Grade 01	29	6.9	3.4	62.1	0.0	0.0	0.0	3.4	0.0	17.2	6.9
55.2/ 44.8											
Grade 02	27	3.7	3.7	70.4	0.0	0.0	0.0	0.0	0.0	18.5	3.7
51.9/ 48.1											
Grade 03	31	6.5	3.2	61.3	0.0	0.0	0.0	0.0	0.0	22.6	6.5
64.5/ 35.5											
Grade 04	23	17.4	0.0	65.2	0.0	0.0	0.0	0.0	0.0	17.4	0.0
56.5/ 43.5											
Grade 05	22	0.0	0.0	63.6	0.0	0.0	0.0	9.1	0.0	27.3	0.0
45.5/ 54.5											
Total %		7.6	1.9	60.1	0.0	0.6	0.0	1.9	0.0	21.5	6.3
53.2/ 46.8											
Total #	158	12	3	95	0	1	0	3	0	34	10
84/ 74											

#### CLASS SIZES

Contract		Contract				Contract		Contract			
Contract	School	Dist	-----		School	Dist	-----				
---	Average	Avg	Ratio	Goals	Average	Avg	Ratio				
Goals											
Kgn	13.0	18.3	20.0	28.0	Grade 03	15.5	18.6	20.0			
25.0											
Grade 01	14.0	18.7	20.0	24.0	Grade 04	23.0	26.8	32.2			
30.0											
Grade 02	14.0	18.8	20.0	24.0	Grade 05	22.0	26.9	32.2			
30.0											

STANDARDIZED TESTING AND REPORTING PROGRAM (STAR)

California Standards Test (CST)

		Y05Y06	Percent at or above Proficient				Number Tested		
		-----	-----				-----		
Grade	Diff	2006	2005	2004	2003	2006	2005	2004	
Eng Lang Arts									
02	-15.9	16.2	32.1	31.0	9.3	37	28	29	
43									
03	7.9	24.0	16.1	2.6	6.8	25	31	39	
44									
04	0.9	13.0	12.1	8.3	16.0	23	33	36	
50									
05	-4.0	10.3	14.3	17.8	8.5	29	28	45	
59									
Math									
02	-20.3	29.7	50.0	25.0	9.3	37	28	28	
43									
03	-15.1	33.3	48.4	8.1	10.9	24	31	37	
46									
04	31.4	43.5	12.1	19.4	16.0	23	33	36	
50									
05	-3.6	21.4	25.0	13.3	0.0	28	28	45	
59									

## EXECUTIVE SUMMARY

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### Analysis of Current Educational Practice

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

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

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

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**Current-Year Objective 1: Raise the achievement of students to Proficient or Advanced in Language Arts and Math to meet District level, measured by the CST.**

- Reading First Coach provides teachers with support needed to deliver well-developed instructional practices and provides professional development designed to foster knowledge of well-implemented Universal Access time and differentiated instruction.
- Instructional Reform Facilitator assists in designing and implementing strategies for teaching identified students, providing professional development for teachers, and coaches teachers to implement Houghton-Mifflin with fidelity and in instructional strategies.
- Weekly grade-level meetings (common planning time) are held for the purpose of reviewing student progress, student work, SCOE and math assessment data following the administration of each Houghton Mifflin Theme. At these weekly grade level meetings, data analysis is used to identify effective instructional strategies and re-teaching strategies that reach our underperforming students.
- All teachers have the district pacing guides for both Harcourt math and Houghton Mifflin language arts.

### **Challenges and Barriers**

- Staffing** The school has three new teachers this year. This is the first year in four years that there has been a change in staffing. The three new teachers have not had the AB466 training, though the IRF has worked with them to familiarize Houghton Mifflin and Harcourt curriculums. In addition, there has been instability in the first and third grade classrooms. One first grade class room has had four different teachers this year and one third grade classroom's teacher was absent for most of February.

- **Weekly Teacher Collaboration by Grade/Content Level**– Regular opportunities for teachers to meet by grade level are in place; however, the collaboration needs to move to focus more on curriculum-embedded assessments, data review, instructional planning and lesson delivery, especially in language arts and especially in the area of student engagement.
- **Attendance** Forty-one students have missed more than 10 days and an additional 13 have missed more than 20. Tardies run from 10-25 a day. Though we have offered attendance incentives and focused on attendance in CST and SST meetings, poor attendance continues to be a barrier for student learning. We are planning to hire a part-time attendance liaison through the end of this year.

**Resource Alignment**

The STAR school initiative funds our IRF, school site sub, elementary advisor and parent liaison.

The Office of Teaching and Learning provides our Reading First Coach two days a week.

**Current-Year Objective 2: To increase reading/comprehension levels of all students with the additional focus on 1<sup>st</sup> -5<sup>th</sup> graders, through intervention programs, as measured by the leveled passage assessments.**

- Beginning in January, we added 30 minutes of reading intervention in first through fifth grades in addition to the core English Language Arts Program. Students are grouped based on instructional reading levels as measured by the Houghton Mifflin Leveled Passages Assessment, CST scores and teacher recommendations. Instructional strategies include guided reading, phonics, vocabulary, phonemic awareness (if necessary) and comprehension strategies. Leveled Passages Assessments are administered every 4-6 weeks. Students who are not targeted are using Junior Great Books for literature study. Teachers receive professional development from our Reading First twice a month in implementing the intervention, beginning in January with how to administer the assessments; February on how to group students; March on how to teach fluency, vocabulary development and comprehension in small groups; and April on how to reassess and move students between levels.
- Our After-School Program is aligned with the school-day curriculum. Two-thirds of Malcolm X students attend the after-school program. Students use readers based on their assessed level and also do a written response to literature. After-school workers are trained by the IRF to use instructional strategies and curriculum (i.e., vocabulary) that are used during class time. Homework is also completed and checked during the after-school program.
- Professional Tutors of America provide one-to-one tutoring to approximately 30 students identified as eligible for supplementary educational services.

**Challenges and Barriers**

Though all teachers are involved in professional development in implementing the reading intervention program, some teachers are still not proficient in delivering appropriate instructional strategies that target the students’ reading needs. Our Reading First Coach and IRF continue to work with these teachers.

**Resource Alignment**

NCLB 21<sup>st</sup> Century Learning – Cohort 3A and the YMCA funds our after-school program. The supplemental educational services provided by Professional Tutors are also funded by NCLB funds.

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## Priorities for 2007-2008

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

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### **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.

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#### **Data Conclusions for Goal 1**

Questions to cover:

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

According to California's 2006 Academic Performance Index (API) Growth Report Malcolm X Academy met its growth targets school-wide, moving from a 2005 API of 620 to a 2006 API of 637. This growth of 17 points was higher than the District as a whole which had a growth of 10 and the state which had a growth of 11. While this growth is encouraging, it is far from sufficient.

For example, with regards to federal Adequate Yearly Progress (AYP) Malcolm X has two significant subgroups: African-Americans (60.1%) and socio-economically disadvantaged students (79.1%). African-American students made AYP in math (30%) as did socio-economically disadvantaged students (33%). However, AYP was not met in English language arts for either significant subgroup. (African-Americans, 16% and socio-economically disadvantaged students, 19%) Malcolm X did make AYP school-wide in math (32%), but fell far short school-wide in English language arts (16%).

A closer look at the California Standards Test scores indicates the following:

#### **English Language Arts Percent at Proficient or Above**

	<b>Y05Y06 Difference</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
<b>Grade 2</b>	-15.9	16.2	32.1	31.0	9.3
<b>Grade 3</b>	7.9	24.0	16.1	2.6	6.8
<b>Grade 4</b>	0.9	13.0	12.1	8.3	16.0
<b>Grade 5</b>	-4.0	10.3	14.3	17.8	8.5

**Math**  
**Percent at Proficient or Above**

	<b>Y05Y06 Difference</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
<b>Grade 2</b>	-20.3	29.7	50.0	25.0	9.3
<b>Grade 3</b>	-15.1	33.3	48.4	8.1	10.9
<b>Grade 4</b>	31.4	43.5	12.1	19.4	16.0
<b>Grade 5</b>	-3.6	21.4	25.0	13.3	0.0

Clearly, since only 16% of our students are currently testing at the proficient level in English language arts, improving academic achievement in this area is a priority. However, we cannot overlook that student achievement in math has dramatically decreased in three grades over the past year. We are faced with the fact that the majority of students at Malcolm X are performing below grade level in both English language arts (84%) and math (68%).

Since all subgroups of students at Malcolm X Academy are performing within 3% of the school as a whole in both language arts and math, we are regarding the entire population of 158 students as our targeted students. The gap we want to close is the difference between our students' current achievement and their potential to achieve at high levels.

**Key Objectives for Goal 1**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 1 for the school.]*

**Objective 1:**

**At Malcolm X Academy, the percent of students at or above proficient, as measured by the ELA CST, will increase from 16% (18 students) to 26% (30 students) in 2007-2008. Note: We are aiming for at least a 10% growth though the state requirement next year will be 34%.**

**Objective 2:**

**At Malcolm X Academy, the percent of students at or above proficient, as measured by the Mathematics CST, will increase from 32% (36 students) to 36% (41 students) in 2007-2008, which will meet the state requirement of 36%.**

**Key Strategies for Goal 1**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved student achievement.]*

**Key Strategy 1:**

Implement Houghton Mifflin and Harcourt Brace programs and the reading and math interventions with fidelity, including adhering to the recommended instructional times and pacing schedules. The principal, Reading First Coach and IRF will monitor with informal walk-throughs, formal observations, and review of student test results with the teachers.

### **Key Strategy 2:**

Develop a professional learning community that uses the cycle of inquiry to assess student work and student assessment data. Teachers will collaborate every other week in grade level meetings to plan and discuss lesson delivery, making adjustments to instructional delivery and re-teaching when indicated. Teachers will participate every six weeks in teacher-release days to review SCOE data, Leveled Reading Passage Assessments and the district math assessments. The principal, Reading First Coach and IRF will monitor by attending grade-level meetings and SCOE review sessions, reviewing meeting notes, and evaluating student test results and student work with the teachers.

### **Goal 2: Academic Equity**

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

#### **Data Conclusions for Goal 2**

*Questions to cover:*

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

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#### **Key Findings:**

Malcolm X Academy has 19 students who are identified as English learners. We have a GATE program and a Resource Specialist program for all identified students. We offer speech and language services for identified students.

Malcolm X Academy has 79% of students who receive free and reduced lunch and 55% of our students live in low-income public housing, the highest of any school in SFUSD. The average educational level of our parent/guardian population is 1.88, where 2 is a high school graduate. All of these factors speak to indicate that our children are not likely exposed at home to meaningful reading materials and conversation that build academic vocabulary.

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#### **Key Objectives for Goal 2**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 2 for the school.]*

#### **Objective 1:**

100% of the 19 students who are identified as English learners will progress at least one level in their CELDT scores and 100 % of the 13 students identified as GATE/high potential will move to proficient in either English language arts or math.

**Objective 2:** 100% of our four students identified as needing the services of a Resource Teacher and 100% of our four students identified as needing the services of a speech therapist will increase their CST scores by at least one increment.

**Objective 3:**

At Malcolm X Academy, the percent of students at or above proficient, as measured by the ELA CST, will increase from 16% (18 students) to 26% (30 students) in 2007-2008.

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**Key Strategies for Goal 2**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved student achievement.]*

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**Key Strategy 1:**

All teachers will receive training in *On Their Way to English* (developed in collaboration with the Multi-lingual Department) for our students who are English learners and in developing academic language and differentiating instruction for our students with special education needs, for English learners, EDY and GATE students. The principal will monitor implementation using staff development sign-in sheets, walkthroughs, and observations of classrooms.

**Key Strategy 2:**

The Reading First Coach and the IRF will coach teachers in implementing differentiated instruction and developing academic language for all GATE, EL, and EDY students. The special education service providers will coach teachers in implementing differentiated instruction and developing academic language for our students identified as at-risk and/or requiring special education services.

**Goal 3: Instruction Improvement**

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

**Data Conclusions related to Goal 3**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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**Key Findings:** (See Goal 1 above for data discussion.)

At the beginning of this year, Malcolm X planned to implement a teacher-led “Redesign Plan” based on the cycle of inquiry. By October it became apparent that this was not going to happen. Therefore, the principal and Reading First Coach designed a six-week professional development series focused on differentiating instruction during Universal Access time. In January, the principal, the Reading First Coach and the IRF trained staff in assessing students with the Houghton Mifflin Leveled Reading Passages and implemented a reading intervention program in first through fifth grade. (See description above.)

One of the reasons that the teacher-led redesign did not materialize was that teachers could not agree on which strategy to focus. A strong recommendation from the STAR walk-

through team this year is to concentrate on student engagement. Culturally relevant pedagogy and teaching strategies such as “think, pair, share” are methods to increase student engagement.

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### **Key Objectives for Goal 3**

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

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#### **Objective 1:**

Ten out of ten teachers will increase student engagement at least 25% in their classrooms as evidenced by growth in student participation observed in informal walkthroughs, formal observations, and student work.

#### **Objective 2:**

Ten out of ten teachers will use SCOE/OARs data in English language arts and math to design lessons to meet their students’ needs, modifying their instruction and re-teaching as necessary.

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### **Key Strategies for Goal 3**

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

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#### **Key Strategy 1:**

Teachers will participate in a professional reading group focused on increasing student engagement in the classroom, including articles on the effectiveness of think-pair-share and culturally relevant teaching practices. The principal and IRF will work with teachers to analyze their classroom practice. They will discuss and reflect on which strategies will be most helpful in modifying instruction. Teachers will choose their strategies based on students’ needs. The principal will monitor implementation with informal feedback forms and formal observations.

#### **Key Strategy 2:**

Teachers will do peer observations either on-site or at another school of colleagues’ best practices around student engagement, including think-pair-share and culturally relevant teaching strategies.

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### **Goal 4: School Climate**

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

### **Data Conclusions for Goal 4**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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#### **Key Findings:**

**Classroom management** continues to be an issue at our site. Although the entire staff during our October retreat created a school-wide behavior plan and referral form, there have been 591 referrals from November 13 through March 13, with the vast majority of referrals for disrespectful student behavior.

**Attendance** Forty-one students have missed more than 10 days and an additional 13 have missed more than 20. Tardies run from 10-25 a day. Though we have offered attendance incentives and focused on attendance in CST and SST meetings, poor attendance continues to be a barrier for student learning.

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### **Key Objectives for Goal 4**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 4 for the school.]*

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#### **Objective 1:**

**Empower teachers to manage their classrooms and reduce office referrals by 50% by December 2007 and an additional 10% each month thereafter.**

#### **Objective 2:**

**By December 2007, student attendance will be at least 80% (compared to the 05-06 rate of 57% for AA students). This rate will be sustained or improved by June 2008.**

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### **Key Strategies for Goal 4**

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

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#### **Key Strategy 1:**

BEST and Caring School Community training for all staff to create and implement effective classroom management strategies. The principal will monitor office referrals.

#### **Key Strategy 2:**

Create an effective SART team to make parent telephone calls and home visits, issue truancy notifications in a timely manner, offer and organize effectual attendance incentives.

### **Goal 5: Parent and Community Involvement**

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

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### **Data Conclusions related to Goal 5**

*[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]*

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#### **Key Findings:**

A family survey found that parents/guardians want to be kept informed of their students' progress with timely telephone calls, home visits and progress reports. Parents expressed a particular interest in supporting classroom learning activities and asked that books be sent home and classroom letters inform families of what kind of learning is happening in the classroom. They also expressed a desire for more experiences outside of school, such as field trips, museum visits, etc.

Our family Literacy, Math and Health nights are attended by between 18% - 23% (February 22, 37; March 6, 28) of our families as evidenced by our sign-in sheets.

### **Key Objectives for Goal 5**

*[Based on the data conclusions above, identify the key objectives (one to three) for Goal 5 for the school.]*

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#### **Objective 1:**

100% of kindergarten through second grade families will participate in the Take Home Book Bag program. Evidence of participation will be the signed forms returned by parents/guardians.

#### **Objective 2:**

Build a stronger school-home connection and increase parent presence at the school by 25% as indicated in parent sign-in sheets.

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### **Key Strategies for Goal 5**

*[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved parent and community involvement.]*

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**Key Strategy 1:** Teachers at each grade will send home a monthly classroom newsletter that lets parents know what is being covered in class, how they can reinforce learning at home and how they can be involved in the classroom.

**Key Strategy 2:** The parent liaison and IRF will offer parent workshops in understanding test results, helping students with homework, how to volunteer at school, etc.

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## ACTION PLAN

*The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the key objectives and implement the key strategies set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards:*

### Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<b>Key Strategy 1:</b> <ul style="list-style-type: none"> <li>• All teachers participate in appropriate level of SB 472 training</li> <li>• All students are assessed within the first week of school for reading and math levels</li> <li>• First through fifth grade students grouped appropriately and flexibly for reading intervention program</li> <li>• Reading 1<sup>st</sup> Coach provides monthly staff development for reading intervention</li> <li>• Fourth and fifth grade students participate in math intervention program</li> <li>• Students will be targeted to move from basic to proficient and teachers will focus on them in particular when planning lessons, reviewing assessment data, and selecting re-teaching strategies</li> <li>• All components of Houghton Mifflin language arts and Harcourt Brace math are implemented with fidelity in the classroom, including adhering to instructional times and pacing schedules</li> </ul>	-Summer 07 -8/27-9/7/07  -Second week of school and on-going  On-going  Second week of school and on-going				District Stipend IRF, Reading 1 <sup>st</sup> Coach
<b>Key Strategy 2:</b> <ul style="list-style-type: none"> <li>• Bi-monthly grade level meetings to assess student work, discuss and plan lesson delivery, select appropriate modifications to meet student needs and determine what and how to re-teach</li> </ul>	-Start week of 9/3/07 and on-going				IRF, Reading 1 <sup>st</sup> Coach

<sup>1</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

<ul style="list-style-type: none"> <li>• Teachers collaborate every six weeks with Reading 1<sup>st</sup> Coach and IRF in reviewing SCOE/OARS data, leveled reading passage assessments and district math assessment data</li> <li>• Principal and IRF provide staff development at monthly staff meetings in using the cycle of inquiry to assess student work and student assessment data</li> </ul>	-Every six weeks  -Monthly				
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**Monitoring and Assessment for Goal 1**

*Questions to cover:*

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

The principal, IRF and Reading First Coach will monitor implementation of Houghton Mifflin language arts and Harcourt Brace math core curriculums and the reading and math interventions with weekly informal observations with feedback provided to teachers. The principal will do two-to-four a year formal observations for all teachers.

Meeting notes for bi-monthly grade level meetings will be turned in to the principal. The IRF will lead/participate in all meetings. The principal will observe and participate in meeting a week on a rotating basis. Teachers will use the cycle of inquiry to evaluate progress in implementing the core and intervention programs.

Meeting notes for SCOE review sessions will be turned in to the principal. The Reading 1<sup>st</sup> Coach will lead/participate in all meetings. The principal will observe/participate in SCOE review sessions on a rotating basis. Teachers will use the cycle of inquiry to evaluate students’ progress in the core curriculum.

Meeting notes for staff development meetings for the reading intervention program will be turned in. The Reading 1<sup>st</sup> Coach, IRF and principal will lead/participate in the staff development.

Teacher sign-in sheets will be collected for all meetings and staff development.

An analysis of student work in language arts and math and SCOE benchmark assessments will be used to measure progress in language arts and math. Leveled Reading Passages assessments will be used to measure progress in the reading intervention program. District math assessments will be used to measure progress in math.

Student movement from basic and below basic to proficient on the SCOE assessments and district math assessments will indicate progress.

## Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal <sup>3</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>4</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> <li>• Students who are English learners and GATE/high potential will be identified to teachers</li> <li>• All teachers will receive training in using Rigby <i>On Their Way to English</i> materials and professional development in developing academic language and differentiating instruction</li> <li>• Students who are English learners will receive thirty minutes daily of instruction in <i>On Their Way to English</i></li> <li>• Teachers will use SDAIE strategies so that English learners can access the core curriculum</li> <li>• Teachers will participate in training on LALARS and how to use them to indicate student progress</li> <li>• Teachers will develop lesson plans that include an academic language development objective as well as content objectives. Both objectives will be written on the board.</li> <li>• and indicate differentiation for English learners, GATE and high potential students, EDY and students who require special education services</li> <li>• All GATE, EL, EDY and SPED students will be provided appropriate lesson modifications to support their learning needs and to ensure access to the core curriculum</li> <li>• The school will utilize an IEP Master Calendar that integrates IEPs to ensure compliance and timelines.</li> <li>• IEPs will be written and aligned to State core content standards</li> </ul>	<p>First week of school PD days 8/22, 8/23 and on-going October</p> <p>Weekly/daily</p> <p>Daily</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Conference re developing academic language</p>	<p>\$2000</p>	<p>Unrestricted Resources and EIA_LEP</p>	<p>Multilingual Department</p> <p>Multilingual Department</p>

<sup>3</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>4</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p>and will reflect students' present levels of performance and will be reviewed with classroom teachers.</p> <ul style="list-style-type: none"> <li>• Special education service providers will attend grade level meetings to align IEP gals and objectives with core curriculum instruction.</li> <li>• The GATE coordinator and parent representative will collaborate and actively participate in planning, facilitating and monitoring the GATE program. The parent representative will attend quarterly GATE Advisory Council (GAC) meetings.</li> </ul>					
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>• Reading 1<sup>st</sup> Coach and IRF will coach teachers in differentiating instruction and academic language development strategies for</li> <li>• Bi-monthly grade level meetings will include discussion and review of differentiation and academic language development strategies</li> </ul>	<p>On-going</p> <p>Twice a month</p>				

**Monitoring and Assessment for Goal 2**

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

Staff sign-in sheets for professional development will be collected.  
 Lesson plans will be collected and reviewed on a weekly basis.  
 Grade-level meeting notes will be reviewed.  
 IRF and principal will observe classrooms informally and provide feedback to teachers.

Student progress in developing academic language will be evaluated using student work, SCOE benchmark assessments and district math assessments.  
 The progress of students who are English learners will also be evaluated during the year by teachers using LALARs.

### Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal <sup>5</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>6</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> <li>Teachers, IRF and principal will participate in a professional reading group focused on increasing student engagement.</li> <li>All teachers will implement think-pair-share on a regular basis in their classrooms.</li> <li>All teachers will implement one to two culturally responsive teaching practices on a regular basis in their classrooms.</li> </ul>	<p>Third week in September and monthly thereafter September</p> <p>Spring Semester</p>	<p>Books and articles</p>	<p>\$500</p>	<p>Unrestricted Resources</p>	
<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>Teachers will do peer observations for best practices either on-site or at another school once each semester</li> <li></li> </ul>	<p>Once in the fall and once in the spring</p>	<p>Substitute days</p>	<p>\$5,000</p>	<p>Unrestricted Resources</p>	

### Monitoring and Assessment for Goal 3

Questions to cover:

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

The principal will monitor implementation of student engagement practices with informal feedback forms and formal observations.

Student participation will be evaluated based on observations.

Data, such as students' questions, students' answers, and student voice, will be collected during the observations.

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

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

### Goal 4: School Climate

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

Actions to be Taken to Reach This Goal <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1:</p> <ul style="list-style-type: none"> <li>• BEST training will be provided for all teachers, the elementary advisors, the parent liaison, and any parent who wants to participate</li> <li>• Two new teachers will be trained as Caring School Community leaders and the principal will attend two Caring School Community training meetings</li> <li>• Teachers trained in Caring School Community at 2 after school meetings</li> <li>• Monthly evaluation of teacher referral data discussed at staff meetings and CST meetings</li> <li>• Learning Support Professional to hold Coordinated Services Meetings held weekly and Student Success Team meetings regularly</li> <li>• Learning Support Professional continue to lead staff in participating in the Mentor Program.</li> <li>• Classroom SSTs by LSP and principal for all classes</li> <li>• Health Advocate to ensure that 20 health lessons, <i>Too Good for Violence, Too Good for Drugs</i>, etc are taught at each grade</li> <li>• Nutritionist to implement and deepen school’s commitment to healthy meals, snacks, treats, etc</li> </ul>	8/22-8/23/07	Consultant	\$1000	Sch & Lib Imprv Block Grant	On-going training by Pupil Services staff
	October	Substitute Days	\$3000	Unrestricted Resources	Training by District
	September and monthly thereafter	Teacher Stipends	\$2000	Sch&Lib Imprv Block Grant	
	Weekly				LSP
	September and on-going				LSP
	October				LSP, Principal
	On-going				
	On-going				

<sup>7</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>8</sup> List the date an action will be taken or will begin, and the date it will be completed.

<p>Key Strategy 2:</p> <ul style="list-style-type: none"> <li>• Hire an additional Elementary Advisor to focus on attendance in particular</li> <li>• SART Team (Elementary Advisors, Parent Liaison, LSP &amp; Nurse) to meet weekly and follow up with telephone calls, home visits, issue truancy paperwork and create effective attendance incentives.</li> </ul>	August 2007	Elementary Advisor	\$38,741	Unrestricted Resources; Targeted Inst. Impr Grant; Sch&Lib Imprv Grant	
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### Monitoring and Assessment for Goal 4

*Questions to cover:*

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

Referral data will be collected weekly and evaluated monthly at staff meetings.  
Attendance data will be collected daily and evaluated weekly at SART team meetings.

### Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal <sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>10</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
Key Strategy 1: <ul style="list-style-type: none"> <li>• Implement the Take Home Book Program kindergarten through second grade</li> <li>• Teachers in all grades will send home a monthly classroom newsletter, including information for all parents can be involved in the classroom</li> <li>• One percent of our Title 1 funds are set aside to increase and develop parent involvement</li> </ul>	Second week of September	Flyers, food	\$461	Title 1	District provides materials.
Key Strategy 2: <ul style="list-style-type: none"> <li>• Parent Liaison and IRF will offer parent workshops monthly in understanding test results, homework help, how to volunteer, etc.</li> <li>• Principal will continue Wednesday envelopes, including a school newsletter</li> <li>• Continue Back to School Night, Literacy Night, Math Night, and Health Night</li> </ul>	Last week in September and once a month thereafter Weekly  September and every other month thereafter				Parent Liaison and IRF

### Monitoring and Assessment for Goal 5

*Questions to cover:*

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

Parent forms signed by K-2<sup>nd</sup> grade parents for Take Home a Book program.  
Increased parent sign-ins at the front desk on a daily basis and at school events and workshops.

<sup>9</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.  
<sup>10</sup> List the date an action will be taken or will begin, and the date it will be completed.

## School Site Council (SSC) Membership

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Cheryl Foster		X					n/a
Julie Fought			X				10/16
Suzanne Fry			X				10/16
Valerie Storey			X				10/16
Halimah Williams				X			10/16
Maurice Edwards					X		10/16
Lakisha Jones					X		10/16
Teine Bell					X		10/16
Diane Carter					X		10/16
Adeline Faafiti-Sealy					X		10/16
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 Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	<b>Date Elected</b>
Numbers of members of each category								

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

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

### School Advisory Committee (SAC) Membership

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

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

