

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

Starr King Elementary
School

CDS Code

April 13th, 2007
Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ACADEMIC PROGRAM SURVEY

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

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

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

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

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

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

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

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

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

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

Starr King staff will present a standards based instructional program to ensure that the school reaches its API target of 725 and meets the NCLB proficiency targets in English Language Arts and Mathematics for all students.

- a) The key strategies used to achieve our objective were:
Differentiation of instruction;
The use of the ROCI cycle and focal students in our Talented 12 initiative;
Literacy support provided by a support teacher and the Instructional Reform Facilitator to small groups;
- b) The major challenges we faced were:
Poor Student Attendance;
Balancing instructional minutes among the various content areas and enrichment;
Students entering below grade level
- c) We have used several resources to support our efforts, including:
The use of our Support staff/literacy tutor to provide small group lessons
Our IRF working with all grade levels to plan differentiated lessons
- d) The most effective district and community resources we used to help us were:
Our DCYF and SHP funded After School Program;
Our district funded STAR resources;
Omega Boys Club with Dr. Marshall;

Current-Year Objective 2:

The overall physical and mental wellness of our students will be improved by June 2007 as measured by our family and student satisfaction and wellness survey.

The key strategies and high leverage activities being implemented to achieve this objective include:

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- a) all teaching and support staff sharing similar understanding of the importance of physical and mental well being to educational success so that appropriate referrals will be made in a timely way and all adults who work with students could support their physical and mental health goals
- weekly Coordinated Services Team meetings to discuss school-wide wellness programs and individual students' needs
 - partnering with YMCA and Student Intervention Team (AB1895) to provide additional hours of mental health counseling to individual students
 - providing opportunities for UCSF medical interns to provide direct health education to students through the after school program
 - Open Airways for Schools (support and educational group for students with asthma) provided by the school district nurse
 - Home visits to families with multiple challenges to build relationship and better coordinate services
 - "Who am I" activities have dual purpose of engaging African American students and building self-esteem
 - Having the LSP and school nurse present at as many Student Success Team meetings as possible to increase their visibility and identify physical and mental health challenges
 - Parent workshops to increase awareness of physical and mental well-being, and improve parenting skills
 - Phone call follow up of students who had not passed their vision, hearing or dental screenings
 - Creating a behavior intervention checklist of best practices to ensure student's mental health challenges are being addressed effectively (focus will be on ADHD, depression, PTSD and grief/loss)
 - Mentor program matching Site-based adults with students to build positive adult/child relationships, support academic needs and build self-esteem
 - Jump Rope for Heart event on February 13th to promote heart-healthy habits like good nutrition and physical activity has led to weekly physical activity stations on the yard at lunch recess.
 - Healthy snacks are distributed daily with health lessons given in classrooms on a rotational basis.
 - No junk food policy enforced during school and in the after school program.
 - Health Fair in May to promote physical and mental health

b) Some of the challenges/barriers to achieving this objective include:

- The incredible need is outweighing the amount of support available. The school is finding ways to fund a Wellness Proposal that calls for the LSP and school nurse to be on-site full-time, a Wellness Coordinator to manage the number of community partnerships we hope to make, and student nutrition coordinator.
- It can be very difficult to meet with families who are overwhelmed with social and economic needs and who cannot come to the school. We do home visits to meet families where they are and demonstrate how much we care for their child. However, it is not always possible to catch them at home and it takes a lot of time. We are hoping the Wellness Center will be a warm one-stop shop for them to get several needs taken care of.
- There are not always resources to take care of the needs they have, especially if they do not have health insurance, are homeless, or do not have adequate transportation. We are creating a resource map to identify service gaps and will be actively looking for other organizations or services that can fill those gaps.

c) Resources (WSF and categorical funds) being aligned to achieve this objective include:

- Effective use of the parent liaison, elementary advisor and other support staff – case management activities are coordinated and communication is open among all those involved with target students
- PEP to provide K-1 physical education that meets the state PE standards
- Extra monies are utilized to assist families who cannot afford needed services (extra pair of glasses, bus tokens, new baby gift baskets (with items to promote positive parenting and health maintenance of mother and baby)
- Truancy Grant from SHP provides money for alarm clocks, home visits, parent workshops among other activities and supports.

d) Additional resources that have been pulled together to assist families in improving their physical and mental well-being include:

- Parent workshop speakers from prominent organizations in the community, such as the Omega Program, UCSF, the Potrero Hill Family Resource Center, etc.
 - JVQ-California which has been a source of free vision examinations and eyeglasses
 - Family Mosaic
 - Collaboration with the First Five School readiness Team Leader to purchase and distribute New Baby Welcome Kits
 - Making appropriate CPS referrals have compelled families to take better care of their physical and mental health needs, with the school remaining a source of support for the family
 - Working with the PTA to sponsor speakers or come up with ideas for topics
- Families in Transition to work with families who are homeless, or provide for necessities
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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.

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

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

1. Overall, the school met both the API and AYP goals last year. All subgroups made significant progress. However, African American proficiency rates are increasing more slowly than those of the other subgroups and the school as a whole.
 2. The number of students moving up a band on the CELDT did not meet the AMAO levels for 2006-2007.
 3. Test scores continue to increase as they have for the past seven straight years. Proficiency rates continue to improve, but remain well below the State and District averages.
 4. The assessments used with Read First (OARS) shows the same information as the CST. In addition, attendance data continues to indicate a much lower percentage of African American students come to school on a regular basis than other sub groups in the school.
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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:

The percentage of EL students moving up a band on the CELDT in January 2008 be over 54%.

Objective 2:

The percentage of African American and EL students in the proficient and above categories on the CST will increase by a rate equal to or greater than the overall school population by June 2008.

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: Use of the ROCI cycle to assess, plan, teach and re-assess as needed. Starr King will select another group of focal students to participate in the “Talented 12” program of accelerated learning. Through this program identified African American students receive extra support and instruction and are monitored on a regular basis.

Key Strategy 2: The use of small group, differentiated instruction will form the backbone of our instructional program to help increase student engagement and help target instruction at the students’ instructional levels.

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:

- i. Starr King offers the following programs for students: GATE, Hills Art Program, the After School Program, Special Education (self contained, inclusion and RSP), ELD, Spanish Bilingual, and Mandarin Immersion.
- ii. Despite the overall improvement in test scores and the increase in all subgroup performance on the CST, African American students scored lower than the school average in both ELA and Math by nearly 10%.
- iii. No over/under representation was noted in any special programs.
- iv. Over the past seven years the test scores for all students have increased substantially (API growth 389 to 754).
- v. Attendance data was analyzed and lower rates of attendance for African American students were observed. The rate is nearly 10% lower than the school rate of daily attendance.

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: All second language learners will receive differentiated Rigby ELD instruction that integrates social studies and science themes into ELD instruction.

Objective 2: All students will be exposed to GATE teaching strategies to enhance higher level and critical thinking skills.

Key Strategies for Goal 2

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

Key Strategy 1:

Using the CELDT and LALAR data from 06-07, and when available from 07-08, students from all programs (GE, SP ED, SPAN, and MANDARIN) will be grouped by CELDT levels for targeted and integrated instruction in ELD.

Key Strategy 2:

Teachers will receive professional development to plan differentiated lessons that use GATE strategies to promote higher level thinking skills.

Goal 3: Instruction Improvement

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

Data Conclusions related to Goal 3

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

Key Findings:

1. Starr King made both its ELA and Math AYP and API goals for 2006.
2. Writing scores have improved as measured by the 4th grade CST
3. However, Writing Strategies continues to be a school wide area of weakness as measured by the CST.
4. Teachers report number sense development as a critical area of need for all students based on informal assessments and classroom observations.

Key Objectives for Goal 3

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

Objective 1: Starr King Elementary will make both our AYP and API goals for the 2007-2008 school year as measured by the CST, June 2008.

Objective 2: A greater percentage of students will score in the benchmark or above category on writing as measured by the SCOE writing tests by June 2008.

Key Strategies for Goal 3

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

Key Strategy 1:

Starr King staff will use backwards mapping to create a seamless writing plan for all grades. The plan will be articulated vertically, k through 5th grade.

Key Strategy 2:

Teachers will use identified number sense routines at each grade level to develop number sense from grades k through 5

Goal 4: School Climate

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

Data Conclusions for Goal 4

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

Key Findings:

- The number of individual and class sst’s has increased significantly;
- The number of families being monitored by the CST increased significantly;
- The number of families referred to Children Protective Services has increased dramatically;
- The use of the Behavior Flow chart for behavior issues increased in each grade;

Key Objectives for Goal 4

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

Objective 1:

Starr King Elementary will create a comprehensive elementary wellness system of care designed to provide comprehensive student and family support services by January 2008.

Objective 2:

Starr King Elementary will expand the Behavior Flow chart and develop a system for tracking interventions and monitoring their success.

Key Strategies for Goal 4

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

Key Strategy 1: Starr King will enhance current collaboration with CBOs and SFUSD resources and increase the number of new partnerships to help provide services to students and their families;

Key Strategy 2: Starr King will expand current functions of the CST to include community partners engaged in providing wellness services;

Goal 5: Parent and Community Involvement

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

Data Conclusions related to Goal 5

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

Key Findings:

- The number of families participating in the school PTA has increased;
- The number of parent volunteers has increased;
- The number of community partners is not sufficient to support the needs of the families at Starr King;
- Participation by families has been from all subgroups and from all programs offered at Starr King;

Key Objectives for Goal 5

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

Objective 1:

SKE will involve all stakeholders in the process of defining a theme/overarching unifying thread by 1/1/08.

Objective 2:

Starr King Elementary will develop a Parent Room program in all classes by 1/1/08.

Key Strategies for Goal 5

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

Key Strategy 1: Town Hall Meetings will be held to create a forum for parent and community participation;

Key Strategy 2: Focus Groups will be held to solicit input from underrepresented subgroups;

ACTION PLAN

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

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Use of the ROCI cycle to assess, plan, teach and re-assess as needed. Starr King will select another group of focal students to participate in the “Talented 12” program of accelerated learning. Through this program identified African American students receive extra support and instruction and are monitored on a regular basis.</p> <ul style="list-style-type: none"> • High leverage activities • Teachers will meet monthly in ELA and Math to review student data and identify areas of strength and weakness; • The IRF will work with the Talented 12 students to provide targeted instruction and to chart their academic progress towards standards mastery; • Staff will participate in district and site based professional development sessions to strengthen their ability to use data to inform instruction; 	August 2007 through June, 2008	832,424		WSF	<p>Participation in the IRF ROCI meetings</p> <p>District professional development linked to the use of data to inform instruction</p>
<p>Key Strategy 2: The use of small group, differentiated instruction will form the backbone of our instructional program to help increase student engagement and help target instruction at the</p>	August 2007 through June, 2008	832,424		WSF	

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

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

students' instructional levels. <ul style="list-style-type: none"> • High leverage activities • The IRF will meet with teachers and other support staff to model and implement guided reading groups in all classrooms; 					
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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?*

1. The use of OARS data
2. The use of the “Facets of Comprehension Assessment Checklist” as developed by Judy Fiene and Susan McMahon (Reading Teacher, February 2007).
3. Profile Cards for each student maintained at monthly grade level meetings.

Goal 2: Academic Equity

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

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Using the CELDT and LALAR data from 06-07, and when available from 07-08, students will be grouped by CELDT levels for targeted and integrated instruction in ELD.</p> <ul style="list-style-type: none"> • High leverage activities: • Teachers will receive additional professional development in the use of the Rigby ELD program to enhance classroom instruction; • Teacher and the IRF will meet quarterly to review internal assessments and re-group students as necessary; • Special Education students will be mainstreamed to provide access to ELD and other adopted content areas; 	August 2007 through June, 2008	416212		WSF	Rigby ELD Training and support
<p>Key Strategy 2: Teachers will receive professional development to plan differentiated lessons that use GATE strategies to promote higher level thinking skills.</p> <ul style="list-style-type: none"> • High leverage activities • GATE coordinator will review and order professional development materials and train and disseminate to staff; • GATE coordinator will hold a family night to share strategies with families; • Teachers will develop lesson plans that are differentiated to provide students in all programs access to the content standards at each grade level; 	August 2007 through June, 2008	832,424		WSF	PD on GATE strategies and best practices from other GATE school programs

Monitoring and Assessment for Goal 2

Questions to cover:

³ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.
⁴ List the date an action will be taken or will begin, and the date it will be completed.

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

Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Starr King staff will use backwards mapping to create a seamless writing plan for all grades. The plan will be articulated vertically, k through 5th grade.</p> <ul style="list-style-type: none"> • High leverage activities • All staff will participate in professional development from the Empowering Writer’s program in order to present a standards based writing program which builds from year to year; • All staff will post and label grade level appropriate exemplars for expository and narrative writing to be used as instructional tools; • Teachers will meet monthly to review writing samples and identify action items for improving instruction of writing; • Teachers will meet in grade level and department teams bi-monthly to plan collaboratively; • Stagerite will provide professional development and in class workshops to develop oral language skills and develop voice in writing through play writing; 	August 2007 through June, 2008	\$853,480		WSF, WSF Special Ed	
<p>Key Strategy 2: Teachers will use identified number sense routines at each grade level to develop number sense from grades k through 5</p> <hr/> <ul style="list-style-type: none"> • High leverage activities • All classroom teachers will implement calendar math, number talks, or Convince Me’s on a daily basis; • Classroom teachers will use common performance assessment to assess student progress; • Teachers will meet quarterly to review performance assessments and 	August 2007 through June, 2008	\$853,480		WSF, WSF Special Ed	

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

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

develop action plans for future teaching;					
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Monitoring and Assessment for Goal 3

Questions to cover:

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

1. Lesson Plans
2. OARS Data
3. Empowering Writer's writing samples
4. Number Sense Performance Assessments

Goal 4: School Climate

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

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: : Starr King will enhance current collaboration with CBOs and SFUSD resources and increase the number of new partnerships to help provide services to students and their families;</p> <ul style="list-style-type: none"> • High leverage activities • Urban Services YMCA will provide mental health personnel to provide direct services to identified students; • First Five Team Leader will work with pre-k and community members to help families prepare children for kindergarten; • CST members will identify potential funders and submit proposals to add services for families; • School will hire parks and rec employee to run cooperative game activities during the recesses; 	August 2007 through June, 2008	\$13,222		WSF, Title 1 SWP	Prop H Funding for LSP and Nurse
<p>Key Strategy 2: Starr King will expand current functions of the CST to include community partners engaged in providing wellness services;</p> <ul style="list-style-type: none"> • High leverage activities • The CST and SART teams will meet weekly to monitor targeted students and develop action plans for addressing needs; • School Wide Behavior Flow Chart will be revised; • CHAMPS training and de-escalation training will be provided for all certificated staff; • All teachers will be trained in the use of the school wide behavior flow chart and referral system to ensure positive classroom and school climate; 	August 2007 through June, 2008	832,424		WSF	Prop H Funding for LSP and Nurse

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

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

<ul style="list-style-type: none"> • The CST and SART team will identify students to participate in the academic and social mentoring programs; 					
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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?*
-

1. Number of referrals to Wellness Center activities/services
2. African American attendance rates
3. Unsafe behavior referrals to office
4. SST Parent Evaluation forms
5. Number of Home visits
6. Talented Twelve students all assessed for necessary Wellness referrals

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Town Hall Meetings will be held to create a forum for parent and community participation;</p> <ul style="list-style-type: none"> • High leverage activities • SSC will meet and facilitate planning sessions for town hall meetings; • Parent Liaison will contact families by phone, mail and through home visits to encourage participation; • UBC will work with staff to ensure staff representation and participation in the process; • SSC will gather findings and adopt final plan; • PTA will work with SSC to develop and implement a room parent program in all classes; • Room Parents will work collaboratively with classroom teachers to produce a monthly class newsletter to be sent to all students; 	September, November and January, 2007-2008			STAR Resources	Translation Services
<p>Key Strategy 2: Focus Groups will be held to solicit input from underrepresented subgroups;</p> <ul style="list-style-type: none"> • High leverage activities • SSC will meet and facilitate planning sessions for town hall meetings; • Parent Liaison will contact families by phone, mail and through home visits to encourage participation; • LSP, Parent Liaison and Student Government representatives will work with principal to draft format, conduct sessions, and report data; • SSC will gather findings and adopt final plan; 	September, November and January, 2007-2008			STAR Resources	

Monitoring and Assessment for Goal 5

⁹ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

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?*
-

1. Town Hall Sign In Sheets
2. Parent, staff, student surveys

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	Date Elected
Chris Rosenberg		X					10/15/06
Steven Tamsky			X				10/15/06
Lisa Alley			X				10/15/06
Alba Garcia				X	X		10/15/06
James McFarland					X		10/15/06
Lyly Ung					X		10/15/06
Maple Rabb					X		10/15/06
Isabel Mendoza					X		10/15/06
Mary Jue				X	X		10/15/06
Curtiss Sarikey				X			10/15/06
Numbers of members of each category		1	2	3	6		

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

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

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

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Chris Rosenberg		X						10/15/06
Rosa Visalli			X					10/15/06
Joan Wong					X			10/15/06
Yolanda Castillo					X			10/15/06
Numbers of members of each category		1	1		2			

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	Date Elected
Chris Rosenberg		1					10/15/06
Lydia Lucas					1		10/15/06
Monika Liston Jo					1		10/15/06
Palepa Tafua					1		10/15/06
Numbers of members of each category		x			3		

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

Recommendations and Assurances

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees DATE: 2/8/07 _____
 - B. One meeting to present plan upon its completion. DATE: 3/8/07 _____
7. This school plan was adopted by the school site council on: 3/15/07 _____.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

Typed name of school principal	Signature of school principal	Date
Typed name of SSC chairperson	Signature of SSC chairperson	Date