

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

[Sunnyside]

School

38684786041610

CDS Code

[March 23, 2007]

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

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

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

SITE: All students use State of California/District adopted textbooks and instructional materials. Teachers refer to (and reference) the California content standards and work backwards when engaged in long-term planning and lesson plan development at whole staff buyback days and monthly grade level meetings.

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

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

SITE: Sunnyside has purchased supplemental instructional materials to support the learning of all students including EDY, Special Education, ELL, GATE, Health etc. (GATE: high level library books and dictionaries, etc. Health: "Too Good for Drugs", SpEd: Supplemental Houghton-Mifflin ELA materials, supplemental Harcourt Math materials)

[GATE requirement]: The school has purchased supplemental materials (advanced reference books, texts, and pleasure reading books) to challenge GATE students. Each 4th and 5th grade teacher is strongly urged to assign work above and beyond that assigned to the rest of the class to push GATE students to excel at a higher level.

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

DISTRICT: The district holds Professional Development Institutes that provide a series of workshops on buyback days. These are designed to deepen understanding of the skills required to assist schools in aligning standards, assessments and best

practices, assessing student performance, and meeting professional needs of staff. In addition, central staff facilitates ongoing professional development at school sites as part of federal and state awards programs in coordination with external partners.

SITE: Sunnyside’s reform efforts are focused on standards-based teaching units. Teachers receive professional development on release days, during their bi-weekly grade level meetings, and during Super Sub Days during the year. Professional development will include content and specific instruction practices, appropriate to grade level to improve reading/ELA instruction and learning.

[GATE requirement]: Needs of GATE students are addressed in 4th and 5th grade level meetings. Teachers collaborate to develop assignments and assess the work of GATE students.

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

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

SITE: Identified under-performing students are provided with extra support and resources in their classrooms and through the RSP program. Each classroom teacher provides differentiated instruction and uses on-going assessments to monitor student achievement. Guided reading materials (Houghton-Mifflin) and techniques are used by all teachers. Under-performing students are also encouraged to participate in the Excel or YMCA after school programs that provide tutoring and homework help.

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

SITE: Site funds are utilized to support under-performing students with the purchase of supplemental programs (Houghton-Mifflin ELA, Harcourt Math) and materials (classroom library books, computer learning programs etc.) to enrich the students’ learning experiences. Materials are provided for all teachers.

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

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

SITE: Staff identifies specific grade level and student needs in order to design instruction to improve student achievement. Student data will be reviewed by our entire staff before our students return in August to best determine student/program needs and plan accordingly. Teachers disaggregate their classroom data to identify students' achievement levels in all sub-categories of CST. Each teacher will select their FAB 4 students to focus extra attention on throughout the year. Differentiated instruction is provided based on identification of areas of need. Data will be reviewed periodically throughout the year to keep instruction focused on school-wide goals and specific student needs.

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

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

SITE: Sunnyside School parents are invited to attend meetings to learn specific ways to support their children's achievement both through workshops offered to all parents (with translation provided), and GATE meetings for parents of GATE students. Parents can also be elected to serve on the School Site Council. Primary language support is provided in writing and at meetings in Chinese and Spanish. All identified underachieving students have extended learning opportunities through RSP, and receive instruction with the use of differentiated teaching strategies to be implemented starting Fall 2005 and continuing into 2007-2008 school year.. Sunnyside School has an active Excel After-School Program that provides services to approximately a third of our student population (96 students). Students are selected based on test scores and teacher recommendations. There is also a YMCA extended day learning program which provides tutoring.

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

SITE: There are a Coordinated Services Team (CST), and SARB committee and the Sunnyside School Student Success (SST) in place. The CST meets as needed, the SARB committee reviews attendance issues monthly and arranges follow-up

meetings with parents whose children have excessive absences or tardies. The Sunnyside School Student Success Team meets weekly and rigorously works to identify all of the elements that impair student learning. We have held 21 meetings so far this year. When students are referred, the team creates intervention plans for addressing the needs identified (academics, medical problems, behavior, attendance). Follow-up meetings are held as necessary to suggest further interventions and/or recommend screenings/evaluations.

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

SITE: It has been and will continue to be a Sunnyside priority to provide professional development in the area of “best practices” and standards-based teaching to help teachers effectively address the needs of under-performing students. With little professional development offered through the District, most professional development is in-house with teachers working with and supporting each other.

ACADEMIC PLAN EXECUTIVE SUMMARY

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

Data Conclusions related to Goal 1:

Sunnyside has 14.8% (40) African American students. 18 students, or 6.5% of our total population, are in the Grade 2-5 testing block. There are 7 students (Grades 3-5) who scored at Basic or below in both Reading/ELA and Mathematics. Three of these students receive RSP services, and one is in the Severely Impaired class.

Sunnyside has 25.1% (68) Latino students. 44 students, or 16.1% of our total population, are in the Grade 2-5 testing block. 15 of these students (Grades 3-5) scored at Basic or below in Reading/ELA, and 12 who score at Basic or below in Mathematics. Five of these students receive RSP services, and one is in the Severely Impaired class.

Closing our achievement gap specifically targets these students.

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

Objective 1: Sunnyside School will meet its statewide AYP/API Growth Target in ELA for all sub-groups, targeting especially African American students. 15% more students must achieve proficient or above next year in the California Standards Test English Language Arts to meet the academic performance target.

Objective 2: Sunnyside School will meet its statewide AYP/API Growth Target in MATH for all sub-groups, targeting especially Latino students. 15% more Latino students must achieve proficient or above next year in the California Standards Test: Mathematics to meet the academic performance target.

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

Grade level meetings will be held twice monthly throughout the year. Agendas for these meetings will be prepared by the principal and grade level leaders. 1. During these meetings, teachers will:

- Analyze test data in detail at the beginning of the year, and identify target students (AA, L, ELL) in the areas of ELA and Mathematics. Data will be reviewed at mid-year to help teachers adjust teaching plans as needed.
- Select 4 students based on the data (FAB 4) to particularly focus on throughout the year. Students will be given extra academic attention in class,

- in RSP (if they are identified for those services) and in the after school programs (ExCEL and YMCA).
- Receive professional development in content standards to identify key standards in each area, and develop strategies as grade level teams for teaching those standards with particular focus on AA, L and ELL students.
 - Receive PD on differentiated instruction techniques in order to reach all students. Focus will be particularly on developing skills in providing universal access.
2. Parents of under-performing students will be provided with strategies to use at home to support learning. They will also be encouraged to arrange outside tutoring, and find academic support during the summer.
 3. Where possible, one-on-one tutoring will be provided through San Francisco School Volunteers during the time students spend in the ExCEL program.

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

Data Conclusions related to Goal 2:

EL: Sunnyside has 64 EL students. 11 were re-classified this year.

GATE: 23 GATE students have been identified at Sunnyside. The student ethnic breakdown is as follows: C=12, SS=5, SE=3, F=2, ON=1

Special Needs:

RSP: 22 of our students are in the RSP. Currently 0 RSP students are Proficient in Reading, 1 is Proficient in Math.

Speech only: 4 of our regular education students receive Speech only; 5 receive Speech and RSP; 15 Severely Impaired students receive Speech services. Currently, 2 Speech students are Proficient in Reading, and 2 students are Proficient in Math.

Severely Impaired: There are currently 8 students enrolled in the K-2 class, and 7 students in the 3-5 class. All of the students receive Speech. Many of them receive OT and PT. None of these students take the CST.

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

Goal 2

Objective 1: EL students will continue to make at least one year's growth in one year's time on the 2006-07. EL students will continue to meet or exceed AMOs

Objective 2: Sunnyside School will show at least a 10% increase of numbers of identified GATE students by December 2007.

Objective 3: RSP: 2 students will move to Proficient in Reading; 2 will move to Proficient in Math.

Objective 4: Students in the SI class are regularly mainstreamed into General Ed. classes. The amount of time will be increased for each child according to their abilities.

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

1. ELL students will be provided with instruction incorporating SDAIE and new District-adopted On Our Way to English strategies to provide access to a comprehensive education.
4. GATE identification procedures will be improved to identify more GATE students
5. PD will be sought from the Multilingual, GATE and Special Education departments to improve instruction through differentiating/modifying curriculum to meet the needs of EL, SpEd and GATE students.
6. General Ed and Special Ed teachers will continue to network regarding finding good times and activities for mainstreaming SI students.
7. Parents of under-performing students will be provided with strategies to use at home to support learning. At least one evening parent workshop will be held during the year.

Goal 3: Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning, compliance, whole school reform models, school-wide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3:

Reading/ELA: Reading/ELA scores overall increased to 80% at the Basic level, and 48.3% at the Proficient level. However, there was a drop at 3rd grade from 79% to 72% at the Basic level, and from 36% to 33% at the Proficient level.

Writing: 4th grade showed an increase in writing scores from 87.5% to 92.9%

Mathematics: Overall, Math scores dropped from 79% to 74.8% at the Basic level, and rose at the Proficient level from 54% to 56%. 3rd and 5th grades both dropped at the Basic level. 3rd grade also dropped at the Proficient level, while 5th grade held steady.

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

Objective 1:

On the 2007 CST, Sunnyside will meet the school-wide API growth target by moving 10% of our students to Proficient in ELA. Special attention will be paid to 3rd grade.

Objective 2: There will be a 2% increase in the number of students achieving a passing score on the 4th grade California State Writing Test (CSWT) in March 2007.

Objective 2: In Mathematics, the focus will be on moving more students in grades 3 and 5 into the Proficient category, as well as maintaining or improving the scores in 2nd and 4th grades. 3rd grade will meet or surpass the state percentage of 47% proficient. 5th grade will meet or surpass the state percentage of 43% proficient.

Objective 3: There will be at least a 10% increase in Science scores on the CST.

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

1. Teachers will receive ongoing PD in providing differentiated instruction in Reading/ELA. Develop understanding of universal access.
2. Continuing professional development for teachers in understanding of content and delivery of science instruction in all grades. Fourth and fifth grade teachers will make sure all key science standards are taught during the year.
3. A school-wide focus on mathematics will promote better instruction and learning in all grades. Professional development will be provided at grade level meetings and during Super Sub days.
4. Special Ed teachers will have planning time to target continuum skills (standards/functional) so that IEP goals/instruction are targeted to specific needs of each severely impaired student. They will be encouraged to network with SI teachers at other schools.

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

Data Conclusions related to Goal 4:

Issues relating to cleanliness, management of the facility, and student behavior are minimal at Sunnyside. The numbers of tardy and frequently absent students needs to be reduced.

The school is clean and well-maintained. Windows are scheduled to be replaced 2007-08.

The school has a positive behavior model implemented in all classrooms and throughout the school. All teachers agree to a school-wide expectations/plan for student behavior, and all teachers accept responsibility for the behavior of all students.

Students are taught the school rules every year, and are reminded as needed throughout the year.

The number of tardy students averages approximately 6-8 per day.
The number of students with frequent and/or unexcused absences averages approximately 45/semester.

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

Objective 1: There will be a 15% reduction in the number of tardies, and a 10% reduction in the number of unexcused absences during the 2007-08 school year.

Objective 2: The Health curriculum and promotion of a school-wide behavior model will continue to be used.

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

1. Parents will continue to be actively involved with school staff in promoting good attendance through the following:

- All parents will be provided with SFUSD Student Handbook as well as the Sunnyside Family Handbook. They will also be asked to sign a Home-School Compact regarding attendance and behavior.
- Parents/guardians will be contacted regularly if their children are frequently tardy or have unexcused absences. SSTs will be held, and the SARB process will be used if attendance problems persist.
- Incentives will continue to be provided to encourage fewer tardies and a higher attendance rate. Students and parents are given monthly recognition for perfect attendance.

2. Teachers will provide 20 lessons in Health Education curriculum including research-validated curriculum with the support of the Health Advocate. "Too Good for Violence" will be used for lessons on bullying/character building. Documentation of work done will be reflected in the CPM (Coordinated Program Monitoring) document.

- School-wide behavior guidelines/expectations are set and taught in all classrooms.
- Staff shares school's positive behavior model with parents and suggests ways to use similar methods at home to support school efforts. Weekly communication with parents will be continued.

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:

Parent participation in community meetings and parent workshops (PTA, Site Council/ELAC, GATE) has recently increased dramatically.

There is an active School Success Team (SST) that meets weekly regarding students about whom there are concerns. In collaboration with parents/guardians, the SST makes plans to provide help as needed to students who have been referred to the SST. This year a Coordinated Services Team (CST) was put in place to filter cases and provide interventions before they enter the SST process.

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

Objective 1: There will be a 5% increase in the number of SARB meetings held with parents/guardians to address attendance, particularly involving targeted students.

Objective 2: By June 2008, parent and community involvement will increase by at least 10% as evidenced by sign-in sheets at school meetings and events.

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

1. Effort has been made to provide multi-language communications to parents informing them of school activities and policies, and to provide translation at meetings. There will be active recruitment of parents to participate on the School Site Council, SAC, ELAC, and P.T.A. committees.
2. Weekly SST meetings will be scheduled as needed to address student issues
3. School staff will work closely with P.T.A. and parents on Site Council, GATE, and ELAC committees to promote school activities and engage more parents in their children's learning.
4. At least two parent workshops will be held during the year to help parents improve their skills in helping their children learn.
5. Parents of students with disabilities will be informed of their child's progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP.

Action Plan

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

Student groups participating in this goal: *Special focus African American, Special Education, Latino, ELL students*

Performance gains expected for these students: *A minimum of 5% at each level will move to the next higher level on the CST, making continued progress toward meeting goals: There will be a particular focus on moving students to the Proficient level.*

Means of evaluating progress toward this goal: *Embedded assessments in district adopted materials, CST, CELDT, LALAR*

Group data needed to measure academic gains: *CST, AYP, CELDT, LALAR*

Objective #1

- Sunnyside School will meet its statewide AYP/API Growth Target in ELA targeting especially African American and Latino students. 10% African American and Latino students must achieve proficient or above next year in the California Standards Test English Language Arts to meet the academic performance target.

Objective #2

- Sunnyside School will meet its statewide AYP/API Growth Target in MATH, targeting especially African American and Latino students. 10% more Latino students must achieve proficient or above next year in the California Standards Test: Mathematics to meet the academic performance target.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of standards-based instruction to content standards All instruction in core content areas will be aligned to CA content standards and differentiated to meet needs of individual students.</p>	<p>Principal Teachers All support staff</p>	<p>Throughout the year</p>		

<p>English Language Learners will be provided with appropriate English Language Development (ELD) materials (Ex: District-adopted On Our Way to English) based on ELD standards and appropriate for their identified levels of language proficiency.</p> <p>Teachers will use CST and CELDT data to identify areas where students are under-performing, and will plan focused instruction on that data as well as through ongoing formative assessments. Teachers will collaborate at regular staff and grade level meetings to align instruction to content and performance standards.</p>	<p>ELD Coordinator All teachers</p> <p>Principal Teachers Support staff</p>	<p>Throughout the year</p>		<p>LEP</p>
<p>1.2 Improvement of research-based instructional strategies and materials</p> <p>Intervention programs and techniques in Reading/Language Arts and Mathematics (Ex: Bellwork) will be used to raise AA, L, ELL academic achievement to proficient and advanced levels as cited in NCLB.</p>	<p>Principal Teachers</p>	<p>Throughout the year</p>		<p>Title I</p>
<p>1.3 Extended learning time/increased educational opportunity</p> <p>African American, Latino, ELL groups will continue to receive and work on extended learning activities such as Homework packets and Test Ready materials.</p> <p>All identified Special Education students, according to their IEPs will receive developmentally appropriate instruction in the core curriculum. Supplementary materials and support will be</p>	<p>Teachers</p> <p>Principal SpEd classroom teachers Resource Teacher</p>	<p>Throughout the year</p>		<p>No cost to school</p> <p>SpEd WSF</p>

<p>provided by the RSP and Special Education paraprofessional. Support will also be provided by Speech Therapist and Occupational Therapist as needed.</p> <p>Students will be referred to the SST process by teacher, parent or principal recommendation, based on classroom assessments, CST results, daily class work and homework.</p> <p>The ExCEL after-school program will be fully aligned with the school curriculum and student needs. Priority is given to under-performing students who require additional academic support, with the focus on closing the achievement gap. All students will devote a set period of time in the program for reading activities and real life math investigations. After-school staff will meet with teachers to share and evaluate individual students' progress and determine support needs.</p>	<p>Speech Therapist Occupational Therapist</p> <p>SST</p> <p>After-school staff, including teacher coordinator</p>	<p>Throughout the year</p> <p>Starting in September</p>		
<p>1.4 Staff development and professional collaboration</p> <p>Professional development activities that address areas of teacher need particularly in Math, Science and writing throughout the content areas. Teachers will collaborate at regularly scheduled grade level meetings and Super Sub days to design and reflect on instruction.</p>	<p>Principal Teachers Consultants</p>	<p>Throughout the year</p>	<p>\$2000.00</p>	<p>SI WSF</p>
<p>1.5 Involvement of staff, parents and community</p> <p>Teachers will ensure on-going communication with parents/guardians of all students, focusing especially on the under-achieving student groups. Parents will be encouraged to attend parent conferences, Parent Nights, and be active in the</p>	<p>Principal All teachers SSC ELAC P.T.A. SST</p>	<p>Throughout the year</p>	<p>\$1000.00</p>	<p>LEP</p>

<p>P.T.A., Site Council, English Language Advisory Council where translation will be provided in Spanish and Cantonese. School test data will be shared at Site Council meetings, and teachers will help parents interpret individual student data during parent conferences.</p> <p>Meeting agendas will include a parent education component informing parents of school-wide data, and data trends. They will also be informed regarding content and performance standards and District-adopted curricula. Information will be shared with parents regarding ways they can help their students academically at home and ways they can volunteer within the school community. Communication will be maintained through translated notices and materials.</p>	<p>Bilingual translators</p> <p>Principal P.T.A. Bilingual translators</p>			
<p>1.6 Non-academic support services (auxiliary services) for students and parents</p> <p>Referrals for counseling, health issues and non-academic testing (OT, PT) will be made through the SST process</p>	<p>SST Learning Support Consultant</p>	<p>As needed throughout the year</p>		
<p>1.7 Monitoring program implementation and results</p> <p>CST, CELDT, LALAR, and other assessment results will be used to inform appropriate classroom instruction for all students, and a particular focus on the under-achieving populations.</p>	<p>Principal All teachers</p>			<p>WSF LEP</p>

Teachers will collaborate on planning their teaching and assessing student success and will also use daily formative assessments including writing samples and other examples of student work to guide their instruction., with a focus particularly on the identified students.	All Teachers Principal			
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GOAL #2 Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Student groups participating in this goal: *EL, SpEd, GATE*

Performance gains expected for these students: *5% increase toward meeting proficient level in ELA and Math*

Means of evaluating progress toward this goal: *Ongoing assessments embedded in the Houghton-Mifflin ELA and Harcourt Math programs as well as CST and LALAR results.*

Group data needed to measure academic gains: *CST results showing school, grade and individual student trends and accomplishments. CELDT scores and ELL reclassification rates.*

Objective #1

- Sunnyside School will make continued progress toward meeting CA API goals and content standards. 5% of EL and SpEd students at each level (Below Basic, Basic, and Proficient) will move to the next higher level on the CST in English Language Arts and Math in April 2008.

Objective 2:

- Sunnyside School will show at least a 20% increase of numbers of identified GATE students by December 2007.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
2.1 Alignment of instruction with content				

<p>standards</p> <p>EL, SpEd and GATE students are provided with core curriculum, materials and instruction using District-adopted materials aligned to California content and performance standards.</p> <p>English Learners will receive English language development (ELD) instruction based on ELD standards at their English proficiency level using SDAIE and On Our Way to English. Teachers will be guided by CELDT results.</p> <p>All identified Special Education students, according to their IEPs, will receive developmentally appropriate instruction in the core curriculum. Supplementary materials and support will be provided by the RSP and Special Education paraprofessional. Support will also be provided by Speech Therapist and Occupational Therapist as needed. Students will be referred to the SST process by teacher, parent or principal recommendation, based on classroom assessments, CST results, daily class work and homework.</p> <p>IEPs are written and aligned to state core content standards and reflect students' present levels of performance, and goals for future work. The school will utilize an IEP Master Calendar to schedule all IEP meetings to ensure compliance with mandated timelines.</p> <p>SI paras will be provided with PD during Parent Conference weeks when students leave early for planning with teachers and/or site-based PD. Professional development will also be offered on district-wide PD days.</p>	<p>Principal RSP teacher All teachers</p> <p>All teachers</p> <p>Principal SpEd teachers RSP teacher Speech Therapist Occupational therapist</p> <p>SpEd teachers RSP teacher Speech teacher</p> <p>SI paras</p> <p>GATE coordinator</p>	<p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Parent Conference weeks</p> <p>Yearlong</p>		
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<p>educational opportunity Based on assessments, GATE students receive assignments that require more research, and demand a higher level of expectation and complexity for successful completion.</p> <p>After-school Excel Program addresses needs of all students, with emphasis on those who are under-performing. One-on-one tutors provided when possible. YMCA after school program available to all students. Support is provided for homework and other related educational activities</p>	<p>Principal Teachers Tutors Volunteers</p> <p>After-school staff (Excel and YMCA) Volunteers</p>	<p>Yearlong</p> <p>Yearlong</p>	<p>No cost to school</p>	<p>WSF</p> <p>Excel Program YMCA</p>
<p>2.4 Staff development and professional collaboration Teachers of all students (SpED, GATE, ELs, EDY) are provided professional development on the core curriculum in-house, or with outside consultants, and through conference attendance.</p> <p>As students are identified and the GATE program is developed, teachers of GATE students will collaborate at grade level meetings following provided professional development to enrich and extend curriculum by developing open-ended and independent research projects.</p> <p>All teachers have been trained in simplifying English and using other SDAIE strategies to make learning accessible to all students. Teachers will use new ELD program, On Our Way to English.</p>	<p>Principal All teachers Consultants</p> <p>4th-5th grade teachers</p> <p>All teachers</p>	<p>Yearlong</p> <p>Yearlong</p>		<p>WSF SWP</p>
<p>2.5 Involvement of staff, parents and community Teachers will provide quarterly report cards to parents/guardians indicating student progress in relation to the core curriculum and will meet with the</p>	<p>Teachers</p>			

<p>parents at least twice a year to enable in-depth conversation about each child's progress.</p> <p>Weekly SST meetings are held to address student issues. Parents are provided with strategies to help failing or at-risk students at home.</p> <p>As students are identified, and the GATE program is developed, teachers of GATE students will receive professional development on teaching differentiated instruction and curriculum through District-provided workshops and attendance at conferences related to the needs of GATE students.</p>	<p>SST & classroom teachers</p> <p>All teachers with identified GATE students</p>			
<p>2.6 Monitoring program implementation and results</p> <p>ELD assessments (program assessments, LALAR, CELDT) are administered at the beginning and end of the year. Results are used to plan instruction for EL students, and are reviewed periodically during the year to guide instruction that includes SDAIE strategies.</p>	<p>Principal</p> <p>All teachers</p>		<p>Subs for teacher release time to administer tests</p>	<p>WSF</p> <p>LEP</p>

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

Student groups participating in this goal: *All, with particular emphasis on the targeted groups (African American, Latino, ELL and Special Education students)*

Performance gains expected for these students: *Allidents at all grades will improve to match or exceed District-wide proficiency scores in ELA and Math.*

Means of evaluating progress toward this goal: *Embedded assessments, report cards, CELDT, LALAR*

Group data needed to measure academic gains: *Grade and class results for CSWT and ELA and Math CST, CELDT, LALAR*

Objective #1

- In ELA, all students will show an increase in the number of students achieving a Proficient score that matches or exceeds the District score on the April 2008 test.

Objective #2

- In Mathematics, all students, particularly in 3rd and 5th grades, will show an increase in the number of students achieving a Proficient score that matches or exceeds the District score on the April 2008 CST.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>3.1 Alignment of instruction with content standards</p> <p>Teachers' instructional practices will reflect alignment with core curriculum, address California content and performance standards, and meet state guidelines for instructional time.</p>	Principal Teachers	Yearlong		
<p>3.2 Improvement of instructional strategies and materials</p> <p>Teachers will work in grade level families (K-1, 2-3, 4-5) to collaborate on planning instructional units and establish a variety of assessment tools (observations, rubrics, benchmarks etc.) to monitor</p>	Principal All teachers	Yearlong bi-weekly grade level meetings and Super Sub days		

<p>student learning. Teachers will share successful techniques and problem-solve ways to address areas needing improvement.</p> <p>All teachers (general and Special Education) will use differentiation strategies in all content areas to meet the learning needs of all students and challenge each student at his/her level of ability. Teachers will meet in grade level groups to plan lessons and reflect on teaching.</p> <p>In ELA, all teachers will focus on developing students' reading comprehension and ability to demonstrate comprehension through writing activities.</p>	<p>Teachers in grade level groups</p> <p>All teachers</p>	<p>Yearlong</p>		
<p>3.3 Staff development and professional collaboration</p> <p>All teachers will engage in bi-weekly grade level meetings that will focus on fully implementing Houghton-Mifflin Reading, Harcourt Math, and implementing Science instruction. Writing will continue to be taught across the curriculum.</p>	<p>Principal Teachers Consultant</p>	<p>Yearlong</p>		
<p>3.4 Involvement of staff, parents and community</p> <p>Principal, teachers and after-school staff will coordinate parent education nights with P.T.A. meetings and the ExCEL program to inform parents of instructional practices and ways they can support learning at home. Teachers will also be provided with PD to improve their communication skills with parents.</p>	<p>Principal Teachers Consultant Parents/guardians</p>	<p>Yearlong</p>		<p>WSF P.T.A.</p>

Library services are provided to all students by librarian with support of P.T.A. volunteers.	Librarian, Teachers P.T.A. volunteers	Yearlong		
3.5 Monitoring program implementation and results Principal will monitor implementation, and teachers will monitor effectiveness of teaching through analysis of embedded test data, student work and other class assessments	Principal Teachers	Yearlong		WSF

GOAL #4 School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.
 Student groups participating in this goal: *All students*
 Performance gains expected for these students: *Increase parent, student, teacher satisfaction with school climate by reducing tardiness and absences*
 Means of evaluating progress toward this goal: *Maintain daily records of tardiness and absences, institute conflict resolution training*
 Group data needed to measure academic gains: *Attendance and behavior data*

Objective #1

- Prompt and ongoing follow-up with parents/guardians regarding absences will reduce the number of absent students each day by 10% during the 2007-08 school year.

Objective #2

- Prompt and ongoing follow-up with parents/guardians regarding frequent tardies will increase the number of students at school each day by 15% during the 2007-08 school year

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
4.1 Procedure/activity to improve climate/safety Daily records are kept of students who are tardy or absent. Parents will be contacted regarding students	Principal Student Advisor Office staff Learning Support	Yearlong		

<p>who are frequently tardy or absent</p> <p>SST meets weekly to address students' behavioral and academic issues and create individual student behavioral plans when necessary. CST meets as needed</p> <p>Provide student assemblies/classroom presentations on bullying/developing self-esteem to maintain and develop positive self-images in students</p> <p>Emergency Response Team will meet to update plan that will be shared with staff, students and parents</p>	<p>Consultant SST</p> <p>SST CST</p> <p>Consultant</p> <p>Emergency Response Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September 2007</p>		<p>SI</p>
<p>4.2 Staff development and professional collaboration</p> <p>Teachers, Student Advisor and office staff will monitor and follow-up on students who are frequently tardy or absent through letters, phone calls, SST meetings, conferences.</p> <p>Teachers will provide Health Ed. Curriculum with support of Health Advocate</p>	<p>Principal Teachers Student Advisor Office staff SST, SARB</p> <p>Health Advocate All teachers</p>	<p>Yearlong</p> <p>Yearlong</p>		
<p>4.3 Engagement of staff, parents, community</p> <p>Staff, parents and community will be informed that their help is needed in reducing number of tardy and absent students. Frequent communication will be maintained to monitor student attendance. Parents will be surveyed regarding issues they have with student tardiness and attendance. Positive incentives will be provided monthly to students and parents for perfect attendance.</p> <p>Parents will be provided with SFUSD Student</p>	<p>Principal Student Advisor Teachers Office staff SST</p>	<p>Yearlong</p>	<p>Paper/copying costs \$350</p>	<p>Title 1</p>

<p>Handbook, Sunnyside Family Handbook, and Home-School Compact. Translation provided by parents at meetings and in written newsletters/notices etc.</p> <p>Staff presents to parents the school's positive behavior model and shares how parents can use similar methods at home to support school efforts.</p>				
<p>4.4 Auxiliary services for students and parents</p> <p>The after-school learning programs (Excel and YMCA) will reinforce the school's behavior expectations to support all students</p>	After-school staff	Yearlong		
<p>4.5 Monitoring program implementation and results</p> <p>Principal, Student Advisor, SST, office staff will maintain frequent contact with parents through phone calls and letters regarding tardiness and absences. CST, SST and SARB meetings will be held if necessary.</p>	Principal Student Advisor Teachers SST CST Office staff	Yearlong		

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

Student groups participating in this goal: *All students*

Performance gains expected for these students: *Increased involvement of parents in decision making and planning. Develop parent understanding of curriculum and expectations defined by standards*

Means of evaluating progress toward this goal: *Increased parent participation in P.T.A., SSC, ELAC, parent night events as evidenced by sign-in sheets, surveys*

Group data needed to measure academic gains: NA

Objective #1

- There will be a 10% increase in the number of SST, CST or SARB meetings held with parents/guardians to address

<p>Weekly communications from the principal, event flyers, monthly calendars and P.T.A. newsletters keep parents informed of school activities and events.</p> <p>The SSC Chair maintains contact with parents, conducts phone conferences and makes appointments with parents/guardians for SSC meetings.</p> <p>Parent-teacher conferences are held semi-annually. Parents of students with disabilities will be informed of their child's progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP.</p> <p>A Home-School Compact that describes how parents, staff and students share the responsibility for improved student achievement will be sent home at the beginning of school. Each student's Compact is signed by parent, student, Principal and teacher.</p> <p>Translation will be provided at meetings and parent workshops to involve non-English speaking parents/guardians in school activities.</p> <p>As the GATE program is developed, the GAC Parent and GATE Coordinator will inform the school community about GATE issues.</p>	<p>Principal P.T.A.</p> <p>SSC Chair</p> <p>All teachers</p> <p>Principal All teachers</p> <p>In-house translators</p> <p>GATE Coordinator</p>	<p>Weekly</p> <p>6 meetings during the year</p> <p>November & March</p> <p>August '07</p>		<p>LEP</p>
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <p>Meetings are held with various parent groups as needed to provide information and share</p>	<p>Principal Committee Chairs P.T.A.</p>			

