

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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

[Willie L. Brown, Jr.]
College Preparatory Academy]
School

38684786041032
CDS Code

[April 16, 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.

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.

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.

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|--|--|-----------------|-----------------|-----------------|---|---|------------------|-----------------|---|-----------------|---|-------|-----------------|-----------------|---|---|--------------------|---|-----------------|---|---|
| <p>1. Instructional Program 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 | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">ELA</td> <td style="width: 5%;">3</td> <td style="width: 5%; text-align: center;"><u>2</u></td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>ELA</td> <td>3</td> <td>2</td> <td style="text-align: center;"><u>1</u></td> <td>0</td> </tr> <tr> <td>Math</td> <td>3</td> <td style="text-align: center;"><u>2</u></td> <td>1</td> <td>0</td> </tr> <tr> <td>Math Intervention</td> <td>3</td> <td style="text-align: center;"><u>2</u></td> <td>1</td> <td>0</td> </tr> </table> | ELA | 3 | <u>2</u> | 1 | 0 | ELA | 3 | 2 | <u>1</u> | 0 | Math | 3 | <u>2</u> | 1 | 0 | Math Intervention | 3 | <u>2</u> | 1 | 0 |
| ELA | 3 | <u>2</u> | 1 | 0 | | | | | | | | | | | | | | | | | |
| ELA | 3 | 2 | <u>1</u> | 0 | | | | | | | | | | | | | | | | | |
| Math | 3 | <u>2</u> | 1 | 0 | | | | | | | | | | | | | | | | | |
| Math Intervention | 3 | <u>2</u> | 1 | 0 | | | | | | | | | | | | | | | | | |
| <p>2. Instructional Time 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 | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">ELA</td> <td style="width: 5%; text-align: center;"><u>3</u></td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>ELA Intervention</td> <td style="text-align: center;"><u>3</u></td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math:</td> <td style="text-align: center;"><u>3</u></td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Math: Intervention</td> <td>3</td> <td style="text-align: center;"><u>2</u></td> <td>1</td> <td>0</td> </tr> </table> | ELA | <u>3</u> | 2 | 1 | 0 | ELA Intervention | <u>3</u> | 2 | 1 | 0 | Math: | <u>3</u> | 2 | 1 | 0 | Math: Intervention | 3 | <u>2</u> | 1 | 0 |
| ELA | <u>3</u> | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| ELA Intervention | <u>3</u> | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| Math: | <u>3</u> | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| Math: Intervention | 3 | <u>2</u> | 1 | 0 | | | | | | | | | | | | | | | | | |
| <p>3. Principals’ Instructional Leadership 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 | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">ELA</td> <td style="width: 5%; text-align: center;"><u>3</u></td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;"><u>3</u></td> <td>2</td> <td>1</td> <td>0</td> </tr> </table> | ELA | <u>3</u> | 2 | 1 | 0 | Math | <u>3</u> | 2 | 1 | 0 | | | | | | | | | | |
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| Math | <u>3</u> | 2 | 1 | 0 | | | | | | | | | | | | | | | | | |
| <p>4. Teachers’ Professional Development Opportunities To what extent are classroom teachers highly qualified, fully credentialed, and participating in</p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">ELA</td> <td style="width: 5%; text-align: center;"><u>3</u></td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> <td style="width: 5%;">0</td> </tr> </table> | ELA | <u>3</u> | 2 | 1 | 0 | | | | | | | | | | | | | | | |
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training on adopted curriculum and instructional materials?

- “**3 - Fully**” means that all ELA and math teachers have completed AB 466 training, reauthorized as SB 472
- “**2 - Substantially**” means that 75% 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 half of ELA and math teachers have completed AB 466/SB 472 training
- “**0 - Minimally**” means that few ELA and math teachers have completed AB 466/SB 472 training

Math 3 2 1 0

| | |
|---|---|
| <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> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction - “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 <u>3</u> 2 1 0</p> <p>Math <u>3</u> 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> <hr/> <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 <u>3</u> 2 1 0</p> <p>Math <u>3</u> 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> <hr/> <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 <u>3</u> 2 1 0</p> <p>Math <u>3</u> 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> <hr/> <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 <u>3</u> 2 1 0</p> <p>Math <u>3</u> 2 1 0</p> |
| <p>9. Fiscal Support To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan | <p>ELA 3 <u>2</u> 1 0</p> <p>Math 3 <u>2</u> 1 0</p> |

DATA SUMMARY

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

2006 CST Language Arts, Math, and Science Proficiency Levels by Grade

| Grade 4 | Language Arts | Math | Grade 5 | Language Arts | Math | Science | Grade 6 | Language Arts | Math |
|-----------------|---------------|------|-----------------|---------------|------|---------|-----------------|---------------|------|
| Advanced | 6% | 10% | Advanced | 0% | 8% | 0% | Advanced | 1% | 3% |
| Proficient | 16% | 18% | Proficient | 8% | 13% | 5% | Proficient | 8% | 11% |
| Basic | 34% | 42% | Basic | 21% | 16% | 39% | Basic | 34% | 18% |
| Below Basic | 31% | 26% | Below Basic | 51% | 26% | 37% | Below Basic | 30% | 51% |
| Far Below Basic | 14% | 4% | Far Below Basic | 21% | 37% | 18% | Far Below Basic | 27% | 18% |
| Total Tested | 100% | 100% | Total Tested | 100% | 100% | 100% | Total Tested | 100% | 100% |

2006 School Wide CST Proficiency Levels in Language Arts, Math, and Science

| Proficiency Level | Language Arts | Math | Science (Grade 5 only) |
|-------------------|---------------|------|------------------------|
| Advanced | 2% | 7% | 0% |
| Proficient | 10% | 14% | 5% |
| Basic | 30% | 25% | 39% |
| Below Basic | 37% | 34% | 37% |
| Far Below Basic | 21% | 20% | 18% |
| Total | 100% | 100% | 100% |

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?**
-

Current-Year Objective 1:

To meet or exceed the Academic Performance Index growth target of 10 points, achieving an API of 602 or higher.

- a) Willie L. Brown, Jr. College Preparatory Academy will continue to schedule an uninterrupted core reading block; certificated staff will implement with fidelity the core programs Houghton Mifflin Reading and Prentice Hall Literature; and staff will continue to utilize research based instructional practices to teach the core programs.
- b) Current challenge/barrier: In English Language Arts and mathematics over half of the student population is performing 2 or more years below grade level. The implementation of a core reading and supplemental math intervention program will be used to address the skills gaps for targeted students. The school leadership team with the support of the District Content Specialists will research and adopt a reading intervention program to support reading and math the achievements of students performing 2 or more years below grade level.
- c) STAR Resources, WSF Funds, and High Priority School Grant funds will be used in the following ways: to purchase/replenish core instructional materials for all students, to purchase reading & math intervention materials, to hire additional certificated support staff for reading and math intervention classes, and to support teacher coaching, collaboration, and professional development around curriculum and instruction.
- d) Targeted efforts will be used to increase parent/school partnerships. Outreach methods include monthly newsletters, monthly principal chats, monthly evening student award ceremonies, biweekly parent education classes, and regular meetings with the School Site Council.

Current-Year Objective 2:

To meet all thirteen Adequate Yearly Progress criteria as specified by the state; where all subgroups, African American and Socio-economically Disadvantaged meet or exceed the proficiency level expectations in English Language Arts and Mathematics.

- a) Willie L. Brown, Jr. College Preparatory Academy will continue to schedule an uninterrupted core reading block; certificated staff will implement with fidelity the core programs Harcourt Brace and McDougal; and staff will continue to utilize research based instructional practices to teach the core programs.
- b) Current challenge/barrier. In English Language Arts and mathematics, over half of the student population is performing 2 or more years below grade level. The implementation of a core reading and supplemental math intervention program will be used to address the skills gaps for targeted students. The school leadership team with the support of the District Content Specialists will use Everyday Math as a supplemental (intervention) program to support the math achievements of students performing 2 or more years below grade level.
- c) STAR Resources, WSF Funds, and High Priority School Grant funds will be used in the following ways: to purchase/replenish core instructional materials for all students, to purchase reading & math intervention materials, to hire additional certificated support staff for reading and math intervention classes, and to support teacher coaching, collaboration, and professional development around curriculum and instruction.
- d) Targeted efforts will be used to increase parent/school partnerships. Outreach methods include monthly newsletters, monthly principal chats, biweekly parent education classes, and regular meetings with the School Site Council.

Current-Year Objective 3:

To develop a data driven culture focused on increasing student achievement, improving teacher collaboration and expanding professional development.

- a) All certificated staff will use with regularity the Results Oriented Cycle of Inquiry to frame the conversations about student achievement and planning the instructional program. Student achievement data will become the focus of leadership team meetings, grade level meetings, staff meetings, and school site council meetings. Certificated staff will receive ongoing professional development on differentiation strategies for English Language Arts and Math. Focal student data and specified instructional strategies will be displayed to highlight academic growth in key skills areas.
- b) Current challenges/barriers: Certificated staff are functioning at different stages of development in the ROCI process; data is not the focus of all school site council meetings, and there is an uneven balance of professional development on effective differentiation strategies in English Language Arts vs. Mathematics. To address these challenges, all certificated staff will receive ongoing training in the ROCI process, and site council meetings will dedicate the first twenty minutes to discussing the most recent student benchmark data.

- c) Star Resources and HPSG funds will be used in the following ways: the Instructional Reform Facilitator will facilitate two grade level meetings a month modeling the ROCI process, teachers will be provided with release time to participate in peer observation and coaching with grade level team members and the IRF. The IRF and the Parent Liaison will collaborate on creating reports to be presented at school site council meetings.
- d) The parent liaison will outreach with parents to increase the number of the parents volunteering and attending school wide events/ activities.

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?

Key Findings:

The school wide data indicates that in the area of English Language Arts, the majority of the students scored within the Basic & Below Basic proficiency levels. When examined at each grade level, the data shows that 22% of 4th graders, 8% of 5th graders, and 9% of 6th graders scored at Proficient or advanced in English Language Arts. In Mathematics, 28% of 4th graders, 21% of 5th graders, and 12% of 6th graders scored at Proficient or Advanced on the California Standards Test. The California Standards Test for 5th grade science reflects that 5% of students scored in the proficient range while the majority of the students scored at Basic (39%). On the 2006 California Writing Standards Test for 4th graders, 50 students were tested and 75% of students achieved a score of 4 or higher.

For the two main subgroups, African American (AA) and Socio-economically Disadvantaged (EDY), the data yielded the following results:

| Subgroup/ Grade Span | ELA Proficiency Grades 4-6 | Math Proficiency 4-6 | Science Proficiency (5 th Grade) |
|----------------------|----------------------------|----------------------|---|
| AA | 11% | 18% | 6% |
| EDY | 10% | 16% | 7% |

Willie L. Brown, Jr. College Preparatory Academy met the 2006 API growth target of 540, achieving an API of 592. The school did not meet its AYP; the statewide rank stands at 1 and the similar school rank also stands at 1.

The table below summarizes the API for the past three academic years. The similar school rankings have remained 1:1. The school has not met the AYP for the past three school years and is in Year IV Program Improvement Status.

| | | | | |
|-------------|------|------|------|------|
| API | 2006 | 2005 | 2004 | 2003 |
| School Year | 592 | 526 | 525 | 599 |

The most recent English Language Arts benchmark assessment data from SCOE / Houghton Mifflin Reading taken in January 2007, reflects a positive trend in the percentage of students performing at proficient to advanced levels:

4th Grade:

- Fluency = 19% (compared to 16% Theme 1)
- Reading Comprehension = 21% (compared to 5% Theme 1)
- Vocabulary = 46% (compared to 26% Theme 1)

5th Grade:

- Fluency = 26% (compared to 14% Theme 1)
- Reading Comprehension = 13% (compared to 17% Theme 1)
- Vocabulary = 40% (compared to 33% Theme 1)

6th Grade:

- Fluency = 8% (compared to 6% Theme 1)
- Reading Comprehension = 26% (compared to 12% Theme 1)
- Vocabulary = 31% (compared to 18% Theme 1)

In Mathematics, the February 2007 benchmark assessment data yielded the following results:

- 4th Grade: 39% of students performing at or above Benchmark
- 5th Grade: 42% of students performing at or above Benchmark
- 6th Grade: 22% of students performing at or above Benchmark

The benchmark assessment data for English Language Arts and Mathematics shows an increase in the number of students meeting proficiency. For the 2007-2008 academic year, Willie L. Brown Jr. College Preparatory Academy will expand its program to include 7th and 8th grades. The remainder of the academic plan will include objectives and strategies appropriate to elementary and middle school programs.

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:

To increase the overall number of proficient/advanced students from **13% (or 20)** to **24.4% (or 39)** on the California Standards Test for English Language Arts.

Objective 2:

To increase the overall number of 4th and 7th Grade students scoring at 4 from 64% to 75% on the California Writing Standards Test.

Objective 2:

To increase the overall number of proficient/advanced students, from **21% (or 33)** to **26.5% (or 40)** on the California Standards Test for (General) Mathematics.

Objective 3:

To increase the overall number of proficient/advanced students from **7% (or 2)** to **20% (or 6)** on the California Standards Test for Science.

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:

Protection of the core subjects: English Language Arts, Mathematics, and Science. The instructional blocks will be protected from interruptions, allowing teachers to provide daily instruction for the prescribed time frame: 4th/5th grade English Language Arts 120minutes; 6th-8th grade English Language Arts 90minutes; Mathematics 75 minutes, and Science 40 minutes.

Key Strategy 2:

Consistent use of Differentiated Instruction/ Differentiation Strategies. All teachers will use differentiation strategies/instruction during the English Language Arts block. In grades 4th/5th, this includes using Universal Access according to program specifications in Houghton Mifflin Reading. In grades 6th/7th/8th, students will use Prentice Hall Adapted Readers/Reader's Companion Materials as needed.

Key Strategy 3:

Implementation of an intervention program for English Language Arts and Mathematics. All students performing two or more years below grade level (using multiple measure assessments) will receive daily intervention support in English Language Arts and/or Mathematics. In grades 4th/5th, intervention blocks will be 60 minutes for English Language Arts and 30 minutes for Mathematics. In grades 6th/7th/8th, English Language Arts intervention will be 80minutes, and 60 minutes for Mathematics.

Key Strategy 4:

Ongoing professional development and coaching support for teachers. The administrator(s), Instructional Reform Facilitator, and District Content Specialist(s) will support teachers in

analyzing benchmark assessment data in English Language Arts and Mathematics, using OARS as the technological tool. Teachers will use the data to plan for next unit of instruction as well as identify skills gaps and re-teaching strategies for students not meeting performance targets. Grade level data will be shared at staff meetings and school site council meetings to keep staff and parents abreast of student academic performance.

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:

1. Willie L. Brown Jr. College Preparatory Academy offers Special Education Services, GATE, and ELD. Students with disabilities (i.e. speech and language and/ or specific learning disabilities) comprise 20% (29 of 141) of the student population. These students receive pullout/ push in support according to the agreements within the Individual Education Plan. There are 9 students enrolled in a 4th-6th grades Special Day Class, and 14 students enrolled in Resource. These students also receive additional support in the form of extended day intervention, in which they are mainstreamed with general education pupils at similar ability levels. The GATE Students comprise roughly 6% (9 of 141) of our student population. These students receive differentiated support during the core instructional time and in the extended day program. During the core instructional time, GATE students receive challenge assignments in Language Arts and Mathematics. ELL students comprise roughly 7% (10 of 141 students), of the student population, therefore they do not qualify as a subgroup for calculating the API. Our ELL population receives daily pull out instruction in English Language Development for thirty minutes. The instruction is differentiated according to their proficiency levels in listening/ speaking, reading, and writing. Lessons are designed with reference to the California State Standards for English Language Development and the core program "On Our Way to English."
2. Currently, we have eleven identified EL learners in our student population. Nine of them have scored in the Intermediate to Advanced range on the CELDT. Two students were reclassified during the 2005-2006 school year. Three students will qualify for reclassification in 2007 if they score "basic" or above on the 2007 CST

Language Arts. On the CST for English Language Arts, 18% (2 of 11) received a score of Proficient to Advanced. On the CST for mathematics, 45% (5 of 11) received a score of Proficient to Advanced. The special education students represent 20% (29 of 141) of the population. Although this group is not numerically significant to be classified as a subgroup, their performance on the CST for English Arts reflects an absence of students performing at Proficient to Advanced. The majority of the students scored at Below Basic (41%), and the second largest performance band, 34%, scored at Far below Basic. In mathematics, 3% of the students scored Proficient to Advance; 31% scored at Below Basic, and 34% Far Below Basic. There were no identified GATE students on the 2006 CST.

3. The student demographic data shows there is an overrepresentation of EL Learners and African Americans in Special Education Programs. EL learners, 55% (6 of 11) received Special Education Services in a self contained classroom (SDC) or pullout services (Resource). For African American students, 17% of the overall population (18 of 107) is enrolled in Special Education Services. There is an equal representation of African American students in the GATE program, when compared to other ethnic groups.
4. The two main subgroups at Willie L. Brown Jr. College Preparatory Academy are African American (AA) and Socio Economically Disadvantaged (EDY). Special Education students and English language Learner are not numerically significant subgroups; therefore data for the past five years is not available. African American students represent 76% (107 of 141) of the student population. Our school's AA subgroup exceeded their performance target of 537, receiving a subgroup API of 588. This subgroup met its API target in 2005; however African American students did not meet the API target in 2004 or 2003. Our Socio-Economically Disadvantaged (EDY) subgroup represents 86% of the student population. This subgroup exceeded the performance target of 519 achieving an API of 576. Prior to 2006, this subgroup did not meet the API for the previous three school years. Students in the African American and Socio Economically Disadvantaged subgroups have not met the AYP targets for the past three years.
5. Benchmark assessments for English language Arts and Mathematics are administered every 6-8 weeks. The most recent data shows improvement for African American, English language Learners, and Special Education Students. The number of students being admitted to Special Education is on the decline.

Key Objectives for Goal 2

Objective#1: To reduce the number of EL Learners in Special Education Classes from 55% to 50%.

Objective #2: To reduce the number of African American Students in Special Education Classes from 17% to 12%.

Objective #3: To meet/ exceed API and AYP goals for the African American subgroup by surpassing 2006 API (588) by at least 14 points (602).

Objective #4: To meet/exceed API and AYP goals for the Socio-Economically Disadvantaged subgroup by surpassing 2006 API (517) by at least 14 points (531).

Objective #5: To increase the number of Special Education students who are proficient/advanced in both language arts and math from 0% (0 students) to 10% (3 students).

Key Strategies for Goal 2

Key Strategy 1:

Ongoing professional development and coaching on research based best practices in Language arts, English Language Development, and Mathematics. All teachers will receive professional development, both at the district and site level, on research-based approaches to teaching English language learners, African American students, and Special Education students. For EL Learners and Special Education students, emphasis will be placed on developing English Language skills, academic language proficiency, and content knowledge. For African American students, emphasis will be placed on academic language proficiency, vocabulary development, and content knowledge. Universal Access will be used in all classrooms to provide differentiated instruction during the language arts block. Language development strategies will include SDAIE (particularly Dutro's Focused Approach) in order to frontload content across the core curriculum. With this support, teachers will be able to create and deliver curriculum that leads to academic language proficiency and students' improved capacity to participate in the state adopted core curricular programs.

Key Strategy 2:

Collaborative grade or department level inquiry cycles that focus on non-standard English language speakers and ELL students (African American and ELL students) and Special Education students. During the ROCI process (Partners in School Innovation), the Principal/AP/IRF and teachers will focus on the review of student work and other data points (i.e. SCOE, HM Theme assessments, and observation notes) that signal pedagogical success or failure with learners in this subgroup. Disproportionate data analysis time, teaching resources, and team planning sessions will be spent on African American/ELL students to ensure access to the core curriculum.

Key Strategy 3:

Interdepartmental planning sessions to focus on African American ROCI focal students. All core curriculum teachers, in conjunction with RSP staff, will meet monthly to discuss

the progress of focal students in each subject. Teachers will plan and integrate lessons that reflect the learning styles and interests of the ROCI students. Teachers will collect student work samples and assessments that will be discussed and analyzed during the session. Action plans will be developed and continually revisited for each focal student.

Key Strategy 4:

Deliver curriculum and instruction in English Language Development and Academic Language Development. Teachers will provide daily ELD instruction to English Language Learners for 30 minutes a day differentiated by proficiency level. African American students will also receive academic language development for 30 minutes a day and will be grouped with students performing at the same proficiency level.

Key Strategy 5: *Ongoing planning sessions between special education and general education staff.* RSP and core curriculum teachers will meet biweekly to discuss and implement classroom modifications that are required in IEP's. General education staff will inform RSP staff of key skills and concepts in the core curriculum, thus providing, through collaborative planning, ample practice with teaching strategies that will allow special education students to gain access to grade-level content and perform at increasingly higher cognitive levels.

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.

Data Conclusions related to Goal 3

Key Findings:

- School wide, the *average* number of students performing at or above proficiency is 12% in the academic area of English Language Arts and 21% in the academic area of Mathematics. In the academic area of Writing, 64% of the students received a composite score of 4 out of a possible 8. In the academic area of Science, only 5% of the 5th grade students performed at grade level.
- The California Standards Test data indicated that students at Willie Brown Jr. College Preparatory Academy are performing significantly below grade level in English Language Arts, mathematics, and science. All students would benefit by improving instruction in English Language Arts, Mathematics and Science.
- Houghton Mifflin Reading/ SCOE data and teacher observations indicate that students need intense support in fluency, reading comprehension, vocabulary development and writing.
- CELDT, SCOE, and CST data indicate that students need intense support in the development of academic language proficiency.

Key Objectives for Goal 3

Objective #1: To increase the number of students performing at Proficient or above on the English Language Arts CST to 24.4%

Objective #2: To increase the number of students performing at Proficient or above on the Mathematics CST to 26.4%

Objective #3: To increase the number of students performing at Proficient or above on the Science CST to 20%

Key Strategies for Goal 3

Key Strategy 1

Daily use of effective classroom management techniques and direct instruction with differentiation during all instructional blocks. Research indicates that the use of Monroe's Blackboard Configuration (BBC), in conjunction with thoughtfully crafted individualized lessons that take each student's unique learning style and interests into account, will lead to vastly accelerated and higher student achievement levels.

Key Strategy 2

Grade-level and department-level cycles of inquiry (ROCI) for all core curriculum areas. Core curriculum teachers, including RSP staff, will meet weekly to discuss and analyze data points (i.e. formal and informal assessments, student work samples, observations, etc.) produced by groups of students and intervene accordingly if progress is lacking. Alternately, they will share successful strategies of student engagement if progress is occurring. The Principal/AP/IRF will facilitate the meeting to maintain a strict focus on teaching strategies and learning outcomes.

Key Strategy 3

Creation of a peer observation process and protocol that seeks to build a culture of professional learning. The Principal/AP/IRF/grade-level or department-level chairperson will create an organizational structure that promotes and sustains collegiality during peer observation. Teachers will help craft the process and protocol at monthly peer observation meetings so they are more likely to own the process with democratic input.

Key Strategy 4

Ongoing professional development and coaching in core curriculum implementation. All teachers will participate in training sessions related to conceptual mastery of state-adopted curriculum (Houghton Mifflin, Harcourt Brace, Prentice Hall, Writer's Express, TCI, etc.) and effective teaching strategies to use for low income urban learners with developing standard English skills (SDAIE, Duto's Focused Approach, whole group direct instruction, Universal Access-differentiation, etc.). The Principal/AP/IRF/ and external entities will provide pedagogical and/or material support for training sessions.

Key Strategy 5

Development and implementation of a school-wide positive behavior management system. All teachers will participate in Fred Jones's "Tools for Teaching" training to ensure that our school system of discipline is consistent and fair, thus leading to more time spent on real teaching and learning activities. Teachers will review discipline data (i.e. referral/suspension rates and reasons, informal/formal observational data on single students/whole class, etc.) during grade-level/department-level meetings to determine if behavior management plans are producing positive motivation in all students.

Goal 4: School Climate

Ensure a safe, secure school and learning environment by addressing students' physical and emotional needs through preventative and positive interventions.

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:

- Based on school site collected data, Willie L. Brown Jr. College Preparatory Academy has a 23% suspension rate for students committing suspendable offenses.
- Current classroom referral data indicates each class generates an average of 30.8 office/ intervention referrals per month. For new teachers (two years or less experience), the average is slightly higher, at 51.3 referrals per month.
- Administrators' time on student discipline takes an average of 95 minutes per day, inclusive of recess/lunch reflection, student consults, and parent conferences.
- Currently, there were 90-100 monthly visits to the Wellness Center for illness, injuries, and behavior/ emotional issues.
- 55% (78 out 141) of the scholars have been discussed at the Coordinated Services Team meeting and 100% of the recommended intervention plans have been implemented.
- For the current school year, 20 Student Success Team meetings occurred, with an average of 3.3 per month.
- 100 students receive regular on-site individual and/or group counseling and support.

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: To decrease the number of suspensions from 23% to 10%, and to increase the number of preventative resources utilized.

Objective 2: To decrease the number of office referrals per month from 30.8 per classroom to 20 per classroom.

Objective 3: To increase average daily attendance from 89% to 93%.

Objective 4: To conduct classroom SST's for every class within the first quarter of the school year.

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: *Development and implementation of a school-wide positive behavior management system.* In order to promote positive on-task behavior several school-wide programs will be implemented. All staff, in collaboration with administration, will develop a clear list of school rules and consequences for violation of rules. Students will earn weekly “Dream Checks” for on-task behavior, attendance, homework completion, etc. and will be able to purchase school supplies and other items with this money in the “Dream Store”. All staff will reward students with additional “ConstructiCash” when they notice students engaging in constructive language and/or behavior. Students who exhibit outstanding academics and behavior will be admitted to the Willie Brown Fellows program and will be able to earn extra privileges. Students who receive regular office referrals for repeated disruptive behavior will have individual behavior plans in which Behavior Cards will be used to monitor student behavior for every period/hour of the day. In addition, students committing suspendable offenses, will be sent to the Academic Support Room as an alternative to out of school suspensions.

Key Strategy 2: *Ongoing professional development and mentoring.* In order to decrease the number of office referrals per class, teachers will receive ongoing professional development on effective classroom management strategies as outlined in Best Training and Fred Jones’s *Tools For Teaching*. Teachers will also attend School Health Programs trainings in behavior management, Too Good For Violence, and Second Step. In addition, new teachers will be assigned a mentor teacher to support with daily classroom discipline.

Key Strategy 3: *Conflict management training and implementation of violence prevention lessons.* In order to increase the feelings of safety and security, 100% of students will participate in the Omega Scholars school-wide lessons twice a month. All teachers will implement either the Too Good for Violence (Grades K – 5, ten lessons) or Second Step (Grades 6 – 8, ten lessons) violence prevention curricula in their classes. Coordinated Program Monitoring (CPM) will be used to assess the effectiveness of the lessons. Select students will also participate in weekly sessions with Dr. Marshall (*Omega Boys’ Club*) to discuss alternatives to violence.

Key Strategy 4: *Increase the number of students addressed through school-wide support structures.* To ensure that students have the highest opportunities for academic success, 100% of the students' emotional and physical health needs will be addressed through school-wide support structures: the Wellness Center staff, the CARE Team, the Student Success Team, Classroom SST process, and the Student Attendance Review Team. Care Team Meetings and SART Meetings will be held weekly and Student Success Team Meetings will be held at a rate of 5 per month. School-wide support structures will refer students to community based agencies for further services. Agencies currently partnered with Willie Brown Academy for the 2007-2008 school year include: Urban Services YMCA, Beacon, Omega Boys' Club, Bayview/Hunter's Point Foundation.

Key Strategy 5: *Partner with community and government agencies to address student attendance.* In order to increase average daily attendance, the school will partner with the District Attorney's Office and community based agencies to institute a Community Truancy Court. Chronically truant students and their parents will be referred to the court for further intervention and referrals. At the school site, students will be awarded weekly and monthly for perfect attendance. In addition, parents of chronically truant students will be invited to monthly SART Breakfasts at the school site to meet with school and community representatives and discuss solutions to truancy. The school's Student Attendance Review Team will meet weekly to discuss implementation of school-wide attendance programs and to discuss interventions for specific students and families (e.g. – home visits).

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

Key Findings:

- Willie L. Brown Jr. College Preparatory Academy has partnerships with twelve community based organizations providing support to the students & staff at the school.
- Current CBO programs include: Bayview Beacon (Afterschool Program)/ Communities of Opportunities (SF Mayor's Office), Omega Boys' Club (Dr. Joseph Marshall), Southeast Family and Therapy, Bayview Foundation, SF Boys' Chorus (in collaboration with the Willie Brown Institute), San Francisco Food Bank (Food Pantry), Alex Shaw/SF Ed Fund (School Garden Program and Arbor Day), First Tee Golf Program (Dr. Tony Anderson), Bay Area Scores (Writing and Soccer Program), Bayview-Hunter's Point Environmental Resource Center (HERC) (Asthma education), Redeemer Community Church (classroom volunteers and Wellness Center assistance), and Rites of Passage (Rev. Ishmael Burch).
- Parent survey data indicate that they are interested in gaining a better understanding of the core curriculum so they may better prepare their child/children for success.
- Parent survey data indicate that they would like more frequent feedback on their child's/children's performance. CST and Houghton Mifflin SCOE data indicate that parents could benefit from workshops to increase their capacity to help students within core subjects.

Key Objectives for Goal 5

Objective #1: The school will work to increase parent involvement by planning and implementing family oriented educational events.

Objective #2: The school will provide parent workshops / parent meetings on ways parents can support their child at home.

Objective #3: The school will increase the number of parents involved in the school's PTA by 50%.

Objective #4: Willie Brown will increase CBO involvement by at least an additional 3 community relationships, including working more closely with San Francisco School Volunteers.

Key Strategies for Goal 5

1. The school will work to increase parent involvement by planning and implementing family oriented educational events: Family Literacy Night, “Pi” Family Math & Science Night, Parent Appreciation Night, College Going Culture Night & Family Arts Night.
2. The school will provide parent workshops and parent meetings on ways parents can support their scholars at home. Consistent and regular parent communication will be implemented through a weekly school newsletter and active phone tree. Key home/school communication will be translated for the families of our EL students.
3. A parent will be recruited to attend and participate on the GATE advisory council with the site’s representative teacher.
4. The school will implement a survey to parents, students and staff designed to provide information for continued program improvement.
5. The school will recruit additional community agencies to work with Willie Brown students (Girls on the Run, Samoan Community Center, UCSF interns and students).
6. Parent workshops will be provided through the Parent Institute for Quality Education (PIQE) each semester.
7. Familiarize parents with school-wide discipline policy and procedures at “Back To School Night” parent orientation and discuss the similarities and differences between school and home discipline systems.

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 |
|---|--|-----------------------|----------------|----------------------|----------------------------|
| Key Strategy 1: Protect daily core instructional blocks <ul style="list-style-type: none"> • High leverage activities: 4th/5th ELA Block 120 minutes • High leverage activities: 6th/7th/8th ELA Block 90 minutes • High leverage activities: 4th-8th Math Block 75 minutes | Aug 07-Jun 08 | 0 | 0 | 0 | N |
| Key Strategy 2: Use Differentiation Strategies/ Differentiated Instruction <ul style="list-style-type: none"> • High leverage activities: HMR Universal Access Daily (30-40 mins) • High leverage activities: Prentice Hall Adapted Reader/Reader's Companion (ancillary materials). • High leverage activities: ELD (EL learners) and ALD ("basic", "below basic", and "far below basic" African American students) daily instructional block (30 mins) | Aug 07- Jun 08 Aug 07- Jun 08 Aug 07- Jun 08 | 0 0 | 0 0 | | Y Y |
| Key Strategy 3: Implementation of Intervention Program for English Language Arts and Mathematics <ul style="list-style-type: none"> • High leverage activities: Adopt core reading intervention program such as READ 180 or Reach • High leverage activities: use reading intervention program with | May 07 Aug 07- Jun 08 | ? | | HPSG HPSG/Dr. Sch | Y Y |

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.

| | | | | | |
|---|----------------|---|--|--------------|---|
| targeted students 60-80 minutes a day <ul style="list-style-type: none"> High leverage activities: use supplemental math program such as Every Day Math for targeted students 30- 60 minutes a day | Aug 07- Jun 08 | ? | | HPSG/Dr. Sch | Y |
| Key Strategy 4: Ongoing coaching & professional development for teachers. <ul style="list-style-type: none"> High leverage activities: weekly grade level collaboration meetings with teachers using ROCI High leverage activities: analyze benchmark assessment data every 6-8 weeks facilitated by administrator(s), IRF, Content Specialists High leverage activities: participate in ongoing professional development around best/ research based instructional practices in ELA, Math, and Science | Aug 07- Jun 08 | | | | Y |
| | Aug 07- Jun 08 | | | | Y |
| | Aug 07- Jun 08 | | | | Y |

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 administrator(s) and Instructional Reform Facilitator will monitor the implementation of the core instructional program by conducting routine classroom walkthroughs, facilitating grade level team meetings, and analyzing benchmark assessment data.
2. All teachers will participate in weekly grade level planning meetings facilitated by the Instructional Reform Facilitator, Administrator(s), and/or District Content Specialists. Using a structured process as ROCI, teams will focus on standards alignment, analyzing student assessment data and student work samples.
3. Teachers will submit weekly lesson plans to the administrator, and administer bimonthly benchmark assessments for English Language Arts and Mathematics using OARS.

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 Expenditure s | Estimated Cost | Funding Source | District Support(s) Needed |
|--|---|------------------------------|-------------------|-------------------|----------------------------------|
| <p>Key Strategy 1: <i>Ongoing professional development and coaching on Universal Access, SDAIE and Dutro’s Focused Approach.</i></p> <ul style="list-style-type: none"> • High leverage Activities: Universal Access, SDAIE, and Dutro’s Focused Approach training and coaching • High leverage Activities: Direct Instruction with Universal Access in core subjects | <p>Aug 07-June 08</p> <p>Aug 07-June 08</p> | | | | |
| <p>Key Strategy 2: <i>Collaborative grade or department level inquiry cycles that focus on non-standard English language learners (African American and ELL students)</i></p> <ul style="list-style-type: none"> • High leverage activities: focus only on African Americans/ELL • High leverage activities: Weekly participation in ROCI inquiry process with Principal/AP/IRF facilitation | <p>Aug 07-June 08</p> <p>Aug 07-June 08</p> | | | | |
| <p>Key Strategy 3: <i>Interdepartmental planning sessions to focus on African American ROCI focal students</i></p> <ul style="list-style-type: none"> • High leverage activities: interdisciplinary data analysis and planning sessions on individual African American focal students | <p>Aug 07-June 08</p> | | | | |

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.

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|---|------------------|---------------------|--|--------------|---|
| Key Strategy 4: Curriculum and instruction in English Language Development and Academic Language Development <ul style="list-style-type: none"> ○ High Leverage Activities: ELD instruction to ELL for 30 minutes per day by classroom teacher. ○ High Leverage Activities: Academic language development to English Only (including African American)students for 30 minutes a day. ○ High Leverage Activities: Differentiated Instruction in ELA | August 07-Jun 08 | 168,000 (inclusive) | \$168,000 (at 56,000 per teacher x 3 teachers) | WSF, Dr. Sch | Y |
| | August 07-Jun 08 | | | | Y |
| | August 07-Jun 08 | | | | Y |

Monitoring and Assessment for Goal 2

Questions to cover:

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

4. The administrator(s) and Instructional Reform Facilitator will monitor the implementation of Universal Access, SDAIE, and Dutro’s Focused Approach by conducting routine classroom walkthroughs, demonstrating teaching strategies and observing teachers implement them, facilitating grade level team meetings, and analyzing benchmark assessment data.
5. All teachers will participate in weekly grade level planning meetings facilitated by the Instructional Reform Facilitator, Administrator(s), and/or District Content Specialists. Using a structured process as ROCI, teams will focus on standards alignment, analyzing student assessment data and student work samples.
6. Teachers will submit weekly lesson plans to the administrator(s) that reflect individualized ROCI focal student teaching strategies, Universal Access blocks, prompts for Dutro’s Focused Approach, and SDAIE resources to ensure engagement and rigor.
7. All teachers will participate in monthly interdepartmental ROCI focal student meetings facilitated by the administrator(s) and/or Instructional Reform Facilitator to coordinate resources that lead to accelerated success for particular students. Agendas will clearly show an outcomes-based meeting structure.

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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: <i>Daily use of effective classroom management techniques and direct instruction with differentiation during all instructional blocks.</i></p> <ul style="list-style-type: none"> • High leverage activities: Monroe’s BBC classroom management model • High leverage activities: Hunter’s direct instruction model • High leverage activities: differentiation (Universal Access) | <p>Aug 07-June 08</p> <p>Aug 07-June 08</p> <p>Aug 07-June 08</p> | | | | |
| <p>Key Strategy 2: <i>Grade-level and department-level cycles of inquiry (ROCI) for all core curriculum areas.</i></p> <ul style="list-style-type: none"> • High leverage activities: collaborative planning using relevant sets of data • High leverage activities: sharing of positive student achievement strategies to boost efficacy and belief in success | <p>Aug 07-June 08</p> <p>Aug 07-June 08</p> | | | | |
| <p>Key Strategy 3: <i>Creation of a peer observation process and protocol that seeks to build a culture of professional learning</i></p> <ul style="list-style-type: none"> • High leverage activities: Creation of peer observation council (POC) that meets monthly to assess process and protocol and make changes if necessary. • High leverage activities: Literature review at monthly meetings of research related to effective and unique models of peer observation | <p>Aug 07-June 08</p> <p>Aug 07-June 08</p> | | | | |

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.

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|--|---|--|--|--|--|
| <p>Key Strategy 4: <i>Ongoing professional development and coaching in effective instructional techniques for all core curriculum areas</i></p> <ul style="list-style-type: none"> High leverage activities: off-site and on-site training sessions concerning curriculum: Houghton Mifflin, Harcourt Brace, Prentice Hall, Writer's Express, TCI, and all other applicable programs. | <p>Aug 07-June 08</p> | | | | |
| <p>Key Strategy 5: <i>Development and implementation of a school-wide positive behavior management system</i></p> <ul style="list-style-type: none"> High leverage activities: off-site and on-site training sessions concerning effective classroom management techniques: Fred Jones, Universal Access, Schein's ORJI, reward system, positive praise, etc.) High leverage activities: systematic review of discipline data (i.e. referral/suspension rates and reasons, informal/formal observational data on single students/whole class, etc.) during monthly school climate meetings | <p>Aug 07-June 08</p> <p>Aug 07-June 08</p> | | | | |

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. The administrator(s) and Instructional Reform Facilitator will monitor the implementation of Monroe's BBC, Hunter's model of direct instruction, and differentiation (Universal Access) by conducting routine classroom walkthroughs, demonstrating teaching strategies and observing teachers as they attempt to implement them, facilitating grade level team meetings, and analyzing benchmark assessment data.
2. All teachers will participate in weekly grade level planning meetings and monthly school climate (discipline) meetings facilitated by the Instructional Reform Facilitator and/or administrator(s). Using a structured process as ROCI for disciplinary concerns, teams will focus on the implementation of Fred Jones' model and the results that are produced by engaging in it.
3. Teachers will submit weekly lesson plans to the administrator(s) that reflect individualized ROCI focal student teaching strategies, Hunter's model of direct instruction, and Monroe's BBC. Peer observers, administrators, and/or the IRF will formally observe once a week (at minimum) to ensure engagement and rigor.
4. All teachers will participate in mandated state and district professional development sessions. Teachers will be encouraged to attend at least one professional development conference that relates to an area of professional capacity that they wish to strengthen. Agendas and sign-in sheets will help to monitor participation levels.

5. Staff surveys will be circulated quarterly to gauge teacher satisfaction with peer observation and data analysis meetings. This step is important for administration because it signals an organizational interest in maintaining a data-driven culture.

Goal 4: School Climate

Ensure a safe, secure school and learning environment by addressing students’ physical and emotional needs through preventative and positive interventions.

| 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: <i>Development and implementation of a school-wide positive behavior management system</i></p> <ul style="list-style-type: none"> • High leverage activities: Use of Academic support room in lieu of at home suspensions. • High leverage activities: Utilize incentive programs to increase desired student behavior. • High leverage activities: Utilize behavior cards/ individual behavior plans to monitor student behavior per period/hour. | Aug 07- Jun 08 | \$25,000 | \$25,000 | HPSG | Y |
| <p>Key Strategy 2: <i>Ongoing professional development and mentoring</i></p> <ul style="list-style-type: none"> • High leverage activities: Train teachers on effective classroom management strategies (Best & Fred Jones). • High leverage activities: Implement Teacher Mentoring program to support with daily classroom management activities • High leverage activities: Teachers will attend SHPD trainings on Too Good For Violence and Second Step | Aug 07- Jun 08 | \$5,000 | \$5,000 | TIIG | Y |
| <p>Key Strategy 3: <i>Conflict management training and implementation of violence prevention lessons.</i></p> <ul style="list-style-type: none"> • High leverage activities: Twice a month conflict management lessons from Omega Boys Club • High leverage activities: Too Good for Violence and/or Second Step curricula taught in every classroom • High leverage activities: Select target students to participate in weekly group sessions with certificated professionals and community based organizations | Aug 07- Jun 08 | \$15,000 | \$15,000 | HPSG | Y |
| <p>Key Strategy 4: <i>Increase the number of students addressed through school-wide support structures.</i></p> | Aug 07- Jun 08 | \$6750 (for Sub pay) | \$6750 (for sub pay) | Dream Sch | Y |

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.

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| <ul style="list-style-type: none"> • High leverage activities: Weekly meetings of the Care Team, SART Team, and SST Team • High leverage activities: Regularly refer at-risk students to community based organizations for adjunct services (e.g. – counseling) | | | | | |
| <p>Key Strategy 5: <i>Partner with community and government agencies to address student attendance.</i></p> <ul style="list-style-type: none"> • High leverage activities: Formal MOU with District Attorney’s Office to implement Community Truancy Court • High leverage activities: Utilize weekly and monthly attendance incentive programs to increase average daily attendance • High leverage activities: Monthly SART Breakfast meetings for parents of chronically truant students | | | | | |

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. The school will monitor the implementation of the high leverage activities by holding monthly School Climate Meetings, where the effectiveness of school-wide positive behavior management structures will be discussed. In addition, administrators will monitor the number of classroom referrals and student suspensions on a monthly basis. Administrators will assume a reduction in office referrals and student suspensions to indicate progress toward Objective #1 and #2.
2. Teachers will be compensated for professional development and mentoring opportunities if occurring after the contractual workday. Teacher surveys will be distributed after professional development opportunities and the survey results will be analyzed to determine the effectiveness of the trainings.
3. Administrators will review office referrals and student suspension data monthly to determine if conflict management/violence prevention interventions are working for targeted students. Administrators will assume a reduction in office referrals and student suspensions to indicate progress toward Objective #1 and #2.
4. Support Staff will facilitate weekly Care Team, SART Team, and Student Success Team meetings to address the learning, behavioral, and emotional needs of identified students. Administrators will receive copies of all meeting minutes to monitor meeting frequency and outcomes, and will attend meetings when available.
5. Administration will attend weekly SART meetings (when available) to ensure that high leverage activities are being implemented. The SART Team will review average daily attendance data monthly to determine progress toward Objective #3.

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: The school will work to increase parent involvement by planning and implementing family oriented educational events:</p> <ul style="list-style-type: none"> • High leverage activity 1 – “Pi Night” (Family Math & Science) • High leverage activity 2 – “Family College Going Culture Night” • High leverage activity 3 - “Family Arts Night” • High leverage activity 4 – “Family Literacy Night” • High leverage activity 5 – “Parent Appreciation Night” | <p>August 2007 – June 2008</p> <p>3-14-08 4/08 April 2008</p> <p>May 2008</p> <p>December 2007 June 2008</p> | Food & Certificates | \$1500 | H.P.S.G. | |
| <p>Key Strategy 2: The school will provide parent workshops and parent meetings on ways parents can support their scholars at home.</p> <ul style="list-style-type: none"> • High leverage activity 1 – Parent Institute for Quality Education (provides 10 workshops). • High leverage activity 2 – Active P.T.A. to meet monthly • High leverage activity 3 – Weekly Newsletter • High leverage activity—Collaborative Discipline Planning | <p>Fall 2007</p> <p>August 2007 – June 2008</p> <p>August 2007 – June 2008</p> <p>August 2007</p> | Cost of program | \$3000 | H.P.S.G. | Office of Parent Relations |

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.

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| between parents and school staff at “Back To School Night” | | | | | |
| <p>Key Strategy 3: A parent will be recruited to attend and participate on the GATE advisory council with the site’s representative teacher.</p> <ul style="list-style-type: none"> • High leverage activity 1- A parent of identified GATE students to be approached to participate on the GATE council. | September - October 2007 | | | | |
| <p>Key Strategy 4: The school will implement a survey to parents, students and staff designed to provide information for continued program improvement.</p> <ul style="list-style-type: none"> • High leverage activity 1 – A survey will be given to parents by December 2007 asking for input re: recommendations for program improvements. | December 2007 | | | | |
| <p>Key Strategy 5: The school will recruit additional community agencies to work with Willie Brown students (Girls on the Run, Samoan Community Center, UCSF interns and students).</p> <ul style="list-style-type: none"> • High leverage activity 1 – Girls on the Run program will be implemented at Willie Brown Academy in Fall 2007 • High leverage activity 2 – Samoan Community Development Center recruited to run a Samoan club at Willie Brown | September 2007 November 2007 | Volunteer coach and food | | | |

Monitoring and Assessment for Goal 5

Questions to cover:

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

1. The Principal, Vice Principal and Parent Liaison will participate in the planning of all family events. Staff will organize evening programs and feature student performances. We will monitor progress towards the goals through team and staff meetings, through the Care Team and through the School Climate Committee meetings. Attendance at parent events will be tracked. A parent survey will be created and distributed. All evening events will include feedback forms. Students participating in groups with community agencies will be tracked and surveyed.

School Site Council (SSC) Membership

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

| Name of Member | Member's Signature | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student | Date Elected |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------------|-------------------|--------------|
| Tareyton Russ | | X | | | | | 11/05 |
| J. R. Kowalsky | | | X | | | | 11/05 |
| Valarie Bell | | | X | | | | 11/05 |
| T.J. Hurley | | | | X | | | 11/05 |
| Renita Bell | | | | X | | | 11/05 |
| Joyce Lee | | | | | X | | 11/06 |
| Val Brown | | | | | X | | 11/06 |
| Prestina Wilson | | | | | X | | 11/06 |
| Bobby Turner | | | | | X | | 11/06 |
| Peggy Evans | | | | | X | | 11/06 |
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| Numbers of members of each category | | 1 | 2 | 2 | 5 | | |

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

For schools participating in the Immediate Intervention/Underperforming Schools Program, the local governing board must appoint a "broad-based 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 |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------|--------------------------|-------------------|--------------|
| Tareyton Russ | | X | | | | | | |
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| Numbers of members of each category | | | | | | | | |

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

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

School Advisory Committee (SAC) Membership

| Name of Member | Member's Signature | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student | Date Elected |
|-------------------------------------|--------------------|-----------|-------------------|--------------------|----------------------------|-------------------|--------------|
| Tareyton Russ | | X | | | | | |
| T.J. Hurley | | | | X | | | |
| Prestina Wilson | | | | | X | | 11/06 |
| Bobby Turner | | | | | X | | 11/06 |
| Algarisce Warren | | | | | X | | 11/06 |
| Lyris Wolfe | | | | | X | | 11/06 |
| Zela Rowland | | | | | X | | 11/06 |
| Renita Bell | | | | X | | | |
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| Numbers of members of each category | | 1 | | 2 | 5 | | |

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: 2-07-07
 - B. One meeting to present plan upon its completion. DATE: 3-14-07
 - C. This school plan was adopted by the school site council on: DATE: 3-16-07.
7. 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.
8. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

| | | |
|--------------------------------|-------------------------------|-----------------------|
| <u>Tareyton Russ</u> | _____ | <u>3-16-07</u> |
| Typed name of school principal | Signature of school principal | Date |

| | | |
|-------------------------------|------------------------------|-----------------------|
| <u>Joyce Lee</u> | _____ | <u>3-16-07</u> |
| Typed name of SSC chairperson | Signature of SSC chairperson | Date |