

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Tenderloin Community School

School

3868478 6115901

CDS Code

April 12, 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.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

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

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

SITE: All classes are provided with State adopted core curriculum materials and teachers' lesson plans reflect their use. All teachers, including Special Education teachers, use the California Standards in the core curriculum to ensure that grade level content and performance standards are addressed for all students. Lesson plans demonstrate that content standards are addressed daily. The standards and the examination of student work are the focus of ongoing staff development and cooperative grade level team planning. Lesson plans and classroom instructional practices are monitored by the principal for ongoing alignment with the standards.

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: The school provides District adopted core curriculum instructional materials for use by all students, including standards-based supplemental materials for EL, Special Ed, EDY and GATE students. Teachers' lesson plans evidence daily use of adopted instructional materials and supplemental materials. Each year, an inventory of these is conducted by staff, including records of materials in content areas. Site policy holds teachers accountable for materials and core resources. As replacement texts and teacher resources of such materials are needed, costs for same are provided in the school's operational budget.

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 three times a year. These are designed to deepen understanding of the skills required to assist schools in aligning standards, assessments and best practices, assessing student performance, and meeting professional needs of staff. In addition, central staff facilitates*

ongoing professional development at school sites as part of federal and state awards programs in coordination with external partners.

SITE: Regular, ongoing grade level and staff development meetings are used to align core content standards, examine student work, analyze assessments and determine the professional development needs of staff.

As a former Reading First School, K-5 teachers participated in over 40 hours of professional development workshops on the use of the state adopted Houghton Mifflin Reading Program, with a focus on strategies and best practices to improve the reading skills of all students, especially students who have not met proficiency standards in reading/language arts. New teachers are offered training in one of the Houghton-Mifflin summer institutes. Teachers participate in another 20 hours of grade level meetings for team collaboration and planning, and 18 hours of site-based professional development on strategies to improve all students' reading comprehension, vocabulary development, phonics, and writing skills.

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: Each August teachers are provided disaggregated student performance data (from the CST, CAT6, and CELDT) to identify underachieving students in their class, and are directed by the principal to develop long-range intervention strategies to support these students in the areas of reading/language arts and math. A resource specialist, an inclusion teacher, and three paraprofessionals work to ensure that Special Ed. students have developmentally appropriate access to the core curriculum. Cross grade level reading buddy activities occur on a weekly basis in many classes. Partnerships with BAWCC, SFSU, USF and New College provide student teachers and America Reads volunteers who tutor identified underperforming students. The Student Success Team (SST) and Coordinated Services Team (CST) both meet weekly to address and provide interventions to meet the academic and social needs of underperforming students. The counselor and elementary advisor work with at-risk students.

A 1.0 FTE teacher will work .5 FTE as a class size reduction teacher at the fourth grade, and .5 FTE as a literacy intervention teacher K-3. A .5 FTE bilingual Spanish intervention teacher provides support to second language students in each fifth grade for one hour a day, and then works with students far below basic in math and language arts proficiency in

grades K- 3.

An after-school Achievers' Academy and BAWCC clubs provide additional academic learning time, enrichment activities, and recreation opportunities to at-risk students.

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

SITE: Categorical funds to the school are allocated to fund a .375 Spanish classroom paraprofessional who, under the direction of the classroom teacher, assists in classroom instruction, thus enabling teachers to devote special instructional time to underperforming students. Additional categorical funds are utilized to hire a Spanish bilingual teacher (.5 FTE) who provides intensive intervention support for K-3 and fifth grade students. A literacy specialist (.5 FTE) provides intensive intervention support for K-3 students who are below grade level benchmarks. Through categorical funding, after-school tutorials led by certificated teachers are provided for underperforming students, one to two days per week. Funds are also allocated to purchase supplemental reading and math instructional materials to support underperforming students as needed. Additional resources have been utilized to expand the school library collection.

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 districtwide assessments administered during the previous school year.*

SITE: The use of disaggregated CST, CAT6, Brigance and CELDT data, a careful examination of the Ca. Department of Education School Accountability Progress Report, and grade level supplementary instructional activities and plans, along with individual teacher's informal assessments and observations, student work folders/writing portfolios, LALAR results and related assessments are part of a comprehensive, site-based assessment program which informs teachers' instructional planning to improve teaching and learning. Harcourt Math and supplemental math performance assessments are utilized to monitor student progress, with results reviewed at grade level meetings with the objective of adjusting and refining instructional practices to improve student achievement. Houghton-Mifflin unit tests are given in many classes. Results testing occurs at most grade levels.

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: Through partnerships with the Bay Area Women’s and Children’s Center (BAWCC), SF School Volunteers, SFSU, New College and USF’s America Reads Program, the school benefits from volunteers, student teachers and tutors who provide small group and individual instructional support and interventions for underperforming students under the direction of classroom teachers, the literacy specialist, and the Resource Teacher. SF Ballet, SF Symphony, LEAP, and Young Audiences provide arts extension programs and activities for our students, with cross-curricular applications. Our after-school clubs through BAWCC operate four days a week and provide students with opportunities to explore student areas of interest in greater depth. Clubs such as the Chinese Club, Art Club, Tennis Club, Dance Club, Guitar Club, Musical Theatre Club, Cooking Club, Newspaper Club, and Homework Club allow students an opportunity to expand and develop their skill base. Sports4Kids partnership provides Junior Coach opportunities, girls' basketball, co-ed volleyball, and an after-school program four days a week. Using funds from the EXCEL grant, the Achievers’ Academy provides academic, enrichment, and physical activities five days a week to at-risk students.

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

SITE: The vast majority of Tenderloin Community School students live in crowded conditions in the Tenderloin District, which is made up largely of studio/one bedroom apartments with little play space and few public parks. Students come from families that are recent immigrants, speaking little or no English. Many of our students have had very little opportunity to explore or discover outside their immediate neighborhood as a result of their parents’ limited incomes and shortage of free time (Many parents work two jobs.). A majority of our students enter kindergarten without pre-school experience or English language skills. A lack of translators sometimes limits direct communication with parents. Lack of an on-site summer school creates barriers to year-long learning. Many of our students face setbacks, rather than academic gains during the summer months.

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

SITE: Many general education classroom teachers are faced with the instructional/classroom management challenges of working with large numbers of

Inclusion, RSP and mainstreamed Special Ed students, along with underperforming general education students.

Tenderloin students experience a myriad of social, economic, and language obstacles and often these frustrations surface during the instructional day. The school will have a .8 FTE certificated counselor (.5 Prop H funds) in 2007-08. Two goals will be to develop and refine a comprehensive plan to assist with the large number of daily issues, and to offer anger management and social skills programs.

There is a lack of up-to-date, networked computer technology in some classrooms, and this hinders some of the extension and supplemental technology opportunities for students.

ACADEMIC PLAN EXECUTIVE SUMMARY

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

Data Conclusions related to Goal 1:

(Please state your data patterns and trends.)

- On the 2006 CST in language arts, only 7.9% of AA students in grades 2-5 scored at the proficient or advanced level.
- On the 2006 CST in mathematics, only 10.6% of L students in grades 2-5 scored at the proficient or advanced level.
- On the 2006 CST in language arts, the percentage of students achieving at the proficient or advanced level was below the district and state percentages in all grade levels.
- On the 2006 CST in mathematics, the percentage of students scoring at the proficient or advanced level was below the district and state percentages at all grade levels.

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

Objective 1: Move 15% of AA and L students who are scoring far below basic to the next level in reading and math on the CST and CAT6; move 15% of AA and L students scoring below basic to the basic level; move 15% of AA and L students scoring at the basic level to proficient.

Objective 2: African American and Latino students will meet AYP targets for 2008.

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

1. A .5 class-size reduction teacher will lower class size in the fourth grade to no more than 21 students per class for language arts and mathematics, giving all students, especially EL, mainstreamed Special Ed, and EDY students, more access to the classroom teacher and increased learning opportunities.
2. At-risk AA and L students will be assigned to the after-school Achievers' Academy five days a week. Students will receive tutoring and academic assistance, participate in physical fitness activities, and enjoy enrichment activities.
3. Teachers, using the 2007 CST and CAT6 test results, will create individual learning plans for five AA and L focus students in each classroom. In August, teachers will test each student to determine baseline data in reading and mathematics. Teachers will meet with the principal three times (September, January, and April) to review students' progress.

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

Data Conclusions related to Goal 2:

(Please state your data patterns and trends.)

- The 2006 AMO's in English Language Arts show 16.7% of students with disabilities scored at or above proficient; 29.4% in mathematics.
- The 2006 AMO's in English Language Arts show 27.2% of EL students scored at or above proficient; 48% in mathematics.
- The 2006 AMO's in English Language Arts show 25.7% of socioeconomically disadvantaged students scored at or above proficient; 37.9% in mathematics.
- Twenty-seven new GATE students were identified in February, 2007. The total GATE population for 2007-08 will be 35.

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

Objective 1: By June 2008, there will be at least a 10% increase in the number of students with disabilities, socioeconomically disadvantaged students, and EL students who score at or above proficient in English-Language Arts.

Objective 2: By June 2008, there will be a 15% demission rate for AA Special Education students.

Objective 3: On the 2007 CELDT Annual Proficiency Level Summary Report, 75% of EL students at grades 2-5 will advance at least one level in overall proficiency.

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

1. Second language students at each grade level will be clustered by proficiency levels for ELD instruction. Teacher will utilize Rigby On Our Way to English for 30 minutes daily, thereby allowing teachers to concentrate their planning and instruction on one group of learners.
2. IEP's will be written and aligned to State Content Standards, will focus on access to the core curriculum, will maximize mainstreaming opportunities, and will reflect students' present levels of performance.
3. GATE students will be clustered once a week for 45 minutes, and work with the literacy specialist and librarian on challenging, interdisciplinary projects that extend beyond the core curriculum.

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

Data Conclusions related to Goal 3:

(Please state your data patterns and trends.)

- In 2005, 80.6% of fourth grade students scored at a performance level of 4 or higher on the California Writing Standards assessment. In 2006, 83.3% of students received a score of 4 or higher. The trend is upward.
- The CAT6 two-year trend for reading/language arts has improved slightly from a NPR of 25 in 2005 to a NPR of 27 in 2006.
- The CAT6 two-year trend for mathematics shows a decline from a NPR of 56 in 2005 to a NPR of 41 in 2006.

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

Objective 1: Increase by 10% the number of students scoring at a performance level of 4 or higher on the spring 2008 CST writing assessment.

Objective 2: By June 2008, 15% of students scoring basic in reading comprehension on the CAT6 and CST will move to the proficient level.

Objective 3: On the spring 2008 CAT6 for third grade, the NPR for mathematics will improve by at least 10 points.

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

1. All teachers K-5 will continue to implement Step Up to Writing. All students K-5 will complete three standards-based writing prompts, once in October, January, and April. Cross grade level teams will utilize rubrics and anchor papers to score the assessments.
2. Each month K-5 teachers will select a strategy from the State Framework on reading in order to improve students' reading comprehension skills and vocabulary development. Possible strategies include making connections, questioning, visualizing and inferring, determining importance in text, and synthesizing information.
3. Cross grade level teams (K-1; 2-3; 4-5; and special education) will have regularly scheduled meetings for planning, collaboration, reviewing assessment results, and examining student work.

GOAL #4 School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with a Safe School Plan.

Data conclusions related to Goal 4:

(Please state your data patterns and trends.)

- As of March 8, 2007, 14 students have been suspended from school compared to a total of 17 in 2006.
- As of March 14, 2007, the SST and CST have formally met to address 34 students.

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

Objective1: By June 2008, there will be a 15% reduction in the number of playground incidents, fights, disruptions etc., as measured by a monthly incident log in the office.

Objective2: By September 2007, and throughout the year, 100% of students will comply and understand all safety/emergency procedures/protocols.

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

1. The Sport4Kids consultant will provide resources, conduct organized games, and work to actively and positively engage students during recess.
2. The .8 FTE counselor will meet each morning with identified focus students to make sure they are ready to learn, will conduct anger management and social skills groups, and will institute a peace program designed to refine students' conflict resolution skills.
3. The Coordinated Services Team, comprised of the principal, counselor, parent support liaison, inclusion teacher, and resource teacher, will meet weekly to review the academic and behavioral progress of at-risk students, and work to match site and community resources to students and families.

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

Data Conclusions related to Goal 5:

(Please state your data patterns and trends.)

- Attendance at winter 2007 Parent/Community meetings for the Academic Plan and budget review averaged 12-15, despite extensive publicity.
- Parent/Teacher Conference rate of participation in fall 2006 was above 95%.
- Attendance at English Language Advisory Council (ELAC) meetings has averaged about 10 parents.

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

Objective 1: For 2007-08, increase parent participation in classroom volunteering and attendance at parent-teacher conferences by 10% as measured by sign-in logs in the office and teacher conference schedules.

Objective 2: Attendance at 2007-08 SSC/PTO meetings will increase by at least 10% as measured by sign-in logs.

Objective 3: Attendance at 2007-08 ELAC meetings will increase by at least 20% as measured by sign-in logs.

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

1. Parents will be actively invited to the monthly award ceremony to honor student successes. All students will be recognized for academic, attendance, behavior, volunteer, or service accomplishments at least once during the school year.
2. A schoolwide K-5 home reading program will be continued, with parents signing-off on student reading logs.
3. Principal, Site Council, ELAC and Parent-Teacher Organization will work to increase parent attendance at Back-to-School Night, the December Family Feast, the Academic Plan and budget parent meeting, spring Portfolio Night, and the musical theater presentation in May.

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: Significantly improve the performance of AA and L students.

Performance gains expected for these students: AA and L students will meet API/AYP targets. 15% of AA and L students scoring at below proficiency in reading and math on the CST or CAT6 will move to the proficient range; 5% of students from proficient to above. 15% of AA and L students scoring at below proficiency in reading comprehension and vocabulary development on the CST or CAT6 will move to the proficient range; 5% from proficient to above. 15% of AA and L students scoring at below average proficiency in math problem-solving on the CAT6 will move to the average range; 5% from average to above.

Means of evaluating progress toward this goal: Quarterly analysis of student performance on Houghton Mifflin Reading and Harcourt Math assessments (formative, progressive and summative), and student portfolios/ progress reports.

Group data needed to measure academic gains: Disaggregated 2008 CST/CAT6 and Brigance data; content cluster analysis of CST/CAT6 results.

Objective #1 Move 15% of students who are scoring far below basic to the next level in reading and math on the CST and CAT6.

Objective #2 African-American and Latino students will meet AYP targets for 2008.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1 Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> Teachers will create intervention plans for focus AA and L students who are performing below proficiency in reading and math on the CST and CAT6. Intervention plan goals and benchmarks will be fully aligned with our standards-based program of instruction. Teachers will meet and review progress of focus students with the principal in September, January, and April. Teachers will participate in quarterly grade level meetings to review focus students' intervention plans, plan and align intervention strategies to the standards, and calibrate student work to the standards. 	<p>Principal, Teachers</p> <p>Teachers</p>	<p>Aug.-Sept.</p> <p>Sept.-June</p>	<p>Principal (124, 899)</p> <p>Classroom Teachers (1, 282, 083)</p>	<p>WSF</p> <p>WSF</p>

<p>1.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • In August, all teachers will meet to review group and individual student data from the CST/CAT6, in order to identify the reading and math achievement performance of AA, L, EL, and Special Ed students relative to other student groups; and identify key areas of focus to address the learning needs of targeted student groups. Individual students performing below proficiency will be targeted for math and reading intervention programs /strategies. • Teachers will use multiple measures to assess targeted students' learning (benchmarks, student work, anecdotal records, student self-assessment), including use of periodic Houghton Mifflin, Harcourt Math, Reading Results assessments, writing prompts and/or student portfolios. • Teachers will focus on assisting targeted students with reading comprehension and vocabulary building through the use of high interest reading materials, especially nonfiction reading, and through theme-related projects. • To increase targeted students' comprehension skills, teachers will use such strategies as asking questions, making predictions, searching for contextual cues, monitoring for understanding, and using prior knowledge to make sense of new content or new literacy structures. • Teachers will implement strategies such as using math journals, Marilyn Burns' Mathematics Library, problem-solving stories, math readers and counting books, to enhance targeted students' math literacy and problem-solving skills. • To supplement the Harcourt Math Program, the school will purchase student practice books for targeted students on math problem-solving/reading strategies. • All students will have scheduled access to the school computer lab; site technology instructor will collaborate with classroom teachers and provide lessons reflective of the core curriculum. • All classes will have weekly access to the school library, and students will be encouraged to borrow books for pleasure. 	<p>Principal, Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Principal</p> <p>Teachers, Computer instructor, BAWCC</p> <p>Teachers, PROP H Librarian, BAWCC</p>	<p>August</p> <p>Sept.- June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>August</p> <p>Aug.-June</p> <p>Aug.-June</p>	<p>Instructional Materials (2,000) (1,000) (1,000)</p> <p>Instructional Supplies (1,000)</p>	<p>Title 1 WSF LEP</p> <p>WSF</p>
---	--	---	--	---

<ul style="list-style-type: none"> Teachers will continue to implement district's new social studies curriculum. 	Teachers	Aug.-June		
<p>1.3 Extended learning time:</p> <ul style="list-style-type: none"> Targeted students scoring below the proficient level in reading and math on the CAT6/ CST will be provided assistance by teachers in after-school tutorials, offered 1-2 times per week. Targeted AA and L students, as well as other at-risk students, will participate in the EXCEL after-school Achievers' Academy. 	Tutorials Coordinator	Sept.-June	Extended Cert. Hours (10, 000)	Title 1 Sch. Lib.
<p>1.4 Increased educational opportunity:</p> <ul style="list-style-type: none"> A .5 class-size reduction teacher will lower class size in the fourth grade to no more than 21 students per class for language arts and mathematics, giving all students, especially EL, mainstreamed Special Ed, and EDY students, more access to the classroom teacher and increased learning opportunities. Targeted students below grade level proficiency at the K-3 level will receive daily, reading intervention from the literacy specialist. Targeted students will also receive weekly tutoring from teachers, SF School Volunteers, America Reads tutors, and BAWCC reading fluency aides. There will be exploration of expanded partnerships with SF State, New College, St. Mary's and other institutions to provide more teacher preparation candidates. 	.5 Grade 4 Class Size Reduction Teacher	Class-Size Reduction Teacher (38, 851)	Title I	
	Literacy Specialist	Aug.-June		
	Tutors, BAWCC	Sept.-June		
	Principal	March 2007 and on-going		

<p>1.5 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> To close the achievement gap for AA and L students, teachers will collaborate at grade level meetings using the inquiry cycle. Teachers will look, reflect and debrief on previously implemented strategies; analyze the current cycle's data for targeted groups and set goals by analyzing performance data, reviewing student work, identifying patterns and trends, choosing the instructional focus, and targeting measurable achievement goals. Teachers will collaboratively plan units of math and reading instruction and identify key concepts and strategies to meet the learning needs of targeted groups. Staff development activities will focus on strategies to improve students' vocabulary knowledge and skills. Literacy specialist will provide professional development on how to improve targeted students' reading comprehension and vocabulary development skills. 	<p>Principal, Teachers</p> <p>Principal, Intervention Teachers</p> <p>Literacy Specialist</p>	<p>Sept.-June</p> <p>Sept.-June</p> <p>August-December</p>		
<p>1.6 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> At Spring 2008 Portfolio Night, parents and their children will participate in games/activities that support improved student performance in reading and math. Parents will receive recommended student reading selections from the published California Reading List based on their children's reading level as assessed on the CAT6 and CST. The counselor and elementary advisor will inform parents of targeted students about available school/community services to assist students in reaching grade level proficiency in reading and math. EXCEL Coordinator and BAWCC will provide parents with information about all available after-school programs. 	<p>Principal, Teachers</p> <p>Librarian</p> <p>Counselor Elementary Advisor</p> <p>EXCEL Coordinator BAWCC</p>	<p>March</p> <p>spring</p> <p>Sept.-Oct.</p> <p>August-June</p>	<p>.8 FTE Counselor (62, 162)</p> <p>.625 FTE Elementary Advisor</p>	<p>Prop. H Sch. Lib. Title I Consent Decree</p>

<ul style="list-style-type: none"> After each report card period, the literacy specialist and Spanish bilingual teacher will send home student progress reports for targeted students in the K-3 intervention programs. 	Literacy Specialist	Nov.-June		
<p>1.7 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> Parents will be provided with at-home learning activities to support student learning. Under the direction of BAWCC, students and their families will participate in a Family Lending Library Program designed to improve students' reading skills. BAWCC will sponsor bi-weekly parenting meetings/classes with a focus on a wide range of subjects from improving students' reading skills to bullying. 	BAWCC	Sept.-June		
<p>1.8 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> Data analysis and planning: The District provides an annual evaluation of student performance on achievement data disaggregated by gender, ethnic group, and EL, Special Ed and EDY status. The principal will provide this information in the fall semester to the SSC and staff. The SSC will monitor student achievement and implementation of the school's academic plan and budget. Staff will meet quarterly to analyze, discuss and evaluate disaggregated student achievement data. This process will result in a more articulated, coordinated program for targeted students. Teachers will plan appropriate lessons which address gaps in student achievement. Assessment of targeted students will be done utilizing authentic assessment and data, including entry level assessments such as Brigance and CELDT; progressive monitoring through Harcourt Math, Houghton Mifflin Reading, Reading Results, LALAR; and summative assessments such as the CST and CAT6. Ongoing evaluations will include the continuous portfolio process, student performance summaries, running records, end-of-unit tests and teacher observations, all designed to continuously align the curriculum and instruction with the State Content Standards. 	Principal, Teachers & SSC	Aug.-June		
	Principal, Teachers	Sept.-June		
	Teachers	Sept.-June		
	Teachers	Sept.-June		

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, EDY, Special Ed. and GATE students.

- **Performance gains expected for these students:** 10% of students with disabilities will move from the below basic to basic level in reading and math on the CST and CAT6; 5% will move from the basic to proficient level; 10% of EL students will move from the below basic to basic level in reading and math on the CST and CAT6; 5 % will move from the basic to proficient level; 10% of socioeconomically disadvantaged students will move from the below basic to basic level in reading and math on the CST and CAT6; 5 % will move from basic to proficient.

Means of evaluating progress toward this goal: Quarterly review of student assessment data (Houghton Mifflin & Harcourt Math), student portfolios, progress reports and classroom-based projects. Quarterly review of site plan benchmarks; teacher long-range/ daily lesson plans; grade level and cross-grade level meeting notes/agendas; and staff development programs/agendas.

Group data needed to measure academic gains: Disaggregated student data on CELDT, CST/CAT6, LALAR, Houghton Mifflin Reading, Results and/or Harcourt Math Assessments.

Objective #1 On the 2008 CST and CAT6, there will be at least a 10% increase in the number of students with disabilities, socioeconomically disadvantaged students, and EL students who score at or above proficient in English-Language Arts.

Objective #2 By June 2008, there will be a 15% demission rate for AA Special Education students.

Objective #3 On the 2007 CELDT Annual Proficiency Level Summary Report, 75% of EL students at grades 2-5 will advance at least one level in overall proficiency.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated Cost	Funding Source
<p>2.1 Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • All teachers' lesson plans and instructional practices will reflect alignment with the core curriculum, address State Content Standards and meet State guidelines for instructional time. All students will receive and use adopted instructional materials and have access to all core programs offered at the school. Classroom instruction will demonstrate the use of modifications, adaptations, extensions and differentiation to address the identified learning needs of students. 	Principal, Teachers	Aug.-June		

<ul style="list-style-type: none"> • By grade level, teachers will create year-long, standards-based curriculum maps for core content areas. • Teachers will provide at least 30 minutes per day of direct ELD instruction to second language students, and will utilize the new Rigby <u>On Our Way To English</u> curriculum. • Second language students at each grade level will be clustered by proficiency levels for ELD instruction, thereby allowing teachers to concentrate their planning and instruction on one group of learners. • IEPs will be written and aligned to State Core Content Standards and reflect students' present levels of performance. • Students with disabilities will be mainstreamed to maximize content in core curriculum to the extent appropriate as outlined in their IEPs. • A syllabus or year-long plan covering all academic areas will be developed by all teachers, submitted to the principal, and distributed to parents at Back to School Night. A copy will be sent to all parents who are unable to attend Back to School Night. • Underperforming EDY students will be encouraged to participate in after-school tutoring programs designed to supplement and reinforce the core curriculum. 	Teachers	Aug.-Oct.		
	Teachers	Aug.-June		
	Principal, Teachers	Aug.-June		
	Special Ed. Teachers	Aug.-June		
	Teachers	Sept.		
	Teachers, Counselor, Elementary Advisor	Sept.-May		

<p>2.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • EL, Special Ed and EDY students will engage in daily guided experiences across the core curriculum to develop basic skills as readers. Flexible groupings will maximize learning outcomes for special needs students. Students will engage in the following activities and/or use the following materials: <ul style="list-style-type: none"> - Read aloud, shared reading, interactive, guided and independent reading and response (including research reports, book reports); - Daily writing (for fluency), Step Up To Writing - Conventions of writing, spelling, handwriting and grammar will be explicitly taught using core and supplemental materials; - Phonemic awareness, phonics and whole language activities; - Literature circles. - Utilization of the District's adopted K-5 Houghton Mifflin 	Principal, All Teachers	Aug.-June		
---	-------------------------	-----------	--	--

<p>Reading Series, with student anthologies; EL, Extra Support and Challenge Handbooks; Resource Kits; Houghton Mifflin materials and software; alpha friends/sound-spelling cards; leveled books; and fluency passage assessment kits;</p> <ul style="list-style-type: none"> - Library resources to showcase Houghton Mifflin Themes; - Audio-visual materials to expand vocabulary and enhance reading development; - Weekly visits to the school library and opportunities to visit the public library, with a focus on utilizing library resources to enhance students' understanding and appreciation for multicultural events/holidays. - Rigby <u>On Our Way To English</u> materials - new social studies curriculum <ul style="list-style-type: none"> • Differentiation strategies will be fully utilized by both general and special educators such as flexible grouping, tiered assignments, SDAIE/sheltered English techniques, curriculum compacting, learning centers and technology-based projects. • EL students will be provided a high quality ELD Program taught by CLAD certificated classroom teachers. Teachers will use specific instruction in ELD and will use SDAIE strategies to help students when teaching the core curriculum in English. EL students may also have the support of a bilingual paraprofessional who will provide one-on-one and small group instruction and cultural enrichment under the direction of the classroom teacher. • A .5 FTE Spanish bilingual intervention teacher will support targeted L students in reading and mathematics at grades K-3. • Teachers of EL students will utilize the Houghton Mifflin and Harcourt Math EL Handbook lessons/activities, which combine both language and content objectives by teaching language within the context of preteaching/reteaching each lesson. • Special Ed students will receive developmentally appropriate access to the core curriculum through modified lessons as needed, as determined by their IEPs, including utilizing core curriculum materials and a wide range of supplemental materials and with the support of the RSP teacher, inclusion teacher, SDC/DIS teachers and paraprofessionals. WSF funds will be utilized to purchase supplemental materials. 	<p>Teachers</p> <p>Teachers Bilingual para</p> <p>.5 FTE Spanish bilingual teacher</p> <p>Teachers</p> <p>Teachers</p>	<p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Aug.-June</p>	<p>.375 FTE bilingual para (16, 551)</p> <p>Instructional Supplies (2, 000)</p>	<p>LEP</p> <p>WSF-Sp.Ed.</p>
--	--	--	---	------------------------------

<ul style="list-style-type: none"> GATE students will be clustered once a week for 45 minutes, and work with the literacy specialist and librarian on challenging, interdisciplinary projects that extend beyond the core curriculum. Through the course of each project, students will do research on interdisciplinary topics with the use of notes, outlines, graphic organizers, pictures, text and technology. In the classroom, curriculum and instruction will be differentiated in the content, process and product. Levels of abstraction, complexity and depth will extend beyond that which is provided in the core curriculum. EL, GATE, Special Ed and EDY students will have equal access to the Internet to increase student learning in the curricular areas. Grades 3-5 students will complete computer-based projects and demonstrate grade cluster National Education Technology Strands (NETS) competencies. A physical education specialist will provide ongoing training to classroom teachers to improve the instructional delivery of physical education. The K-5 physical education program will focus on developing fitness, team building and healthy choices, and preparation for the fifth grade physical fitness test. All students will engage in visual and performing arts activities utilizing adopted curricular materials and supplementary materials and supplies. Students will participate in the Elementary Arts Program including the artists-in-residencies (to the extent funded). Grades 3-5 students will have the opportunity to participate in the Instrumental Music Program. Additionally, all students will have opportunities in class and by performing at school-wide assemblies, to develop performing arts skills. In preparing instructional materials, teachers will have access to xerox copiers, a chart maker and a laminator. <ul style="list-style-type: none"> Principal and librarian will complete the yearly state library survey and strive to find sufficient resources to maintain an excellent collection of books and instructional materials for students and teachers. Librarian, library assistants, and BAWCC will purchase books and materials to support visual/performing arts curriculum. 	Teachers, GATE Coordinator, PROP H Librarian	Aug.-June		
	Teachers, BAWCC Computer Teacher	Aug.-June	Repair and Maintenance of Equipment (1, 000)	WSF
	Sports4Kids Consultant	Sept. – June	Consultant (23, 500)	WSF Sch. Lib.
	Teachers Principal Art Coordinators	Sept. – June	Instructional materials (3, 000) Supplies (2, 216)	Prop. H Prop. H
	Teachers	Aug. – June	Rental/Lease of Equipment (4, 000) Supplies (2, 000))	WSF
	Principal, BAWCC, library assistants	spring		
	Librarian, Library	fall	Reference/library books	WSF LEP

	Assistants, BAWCC		(5, 631)	Sch. Lib.
<p>2.3 Extended learning time:</p> <ul style="list-style-type: none"> The Tenderloin Child Development Center provides after-school childcare, with homework assistance. After-school clubs sponsored by the BAWCC will be offered to all students. After-school clubs will provide enrichment and learning experiences through such offerings as the Homework Club, Guitar Club, Art Club, Dance Club, Tennis Club, Cooking Club, Newspaper Club, and Musical Theatre Club. Sports4Kids will establish two after-school Sports teams. EXCEL Coordinator will establish an after-school Achievers' Academy for at-risk students. 	<p>CDC</p> <p>BAWCC</p> <p>Sports4Kids Consultant</p> <p>EXCEL Coordinator</p>	<p>Aug.-June</p> <p>Sept.-June</p> <p>Sept.-June</p> <p>Aug.-June</p>		
<p>2.4 Increased educational opportunity:</p> <ul style="list-style-type: none"> Partnerships with local colleges and universities will provide Tenderloin with student teachers and America Reads volunteers to lower adult-student ratios in the classrooms and provide additional support for EL and EDY students. S.F. Symphony's Adventures in Music Program provides multicultural concerts at the school site, with related instructional program. Field trips to the CA Academy of Sciences, Davies Symphony Hall, and Yerba Buena Center will provide students with extended learning opportunities. GATE students will select questions for a weekly school-wide Question of the Week activity. Fifth Grade students will have a culminating field trip experience. S.F. Ballet will offer on-site school dance instruction for 2nd and 3rd graders during the school day. BAWCC volunteer will work with classroom teachers and students, incorporating gardening, recycling, and composting curriculum into their studies. 	<p>USP, SFSU & New College</p> <p>SF Symphony</p> <p>Teachers</p> <p>GATE Coordinator, Librarian</p> <p>Teachers</p> <p>SF Ballet</p> <p>BAWCC</p>	<p>Sept.-June</p> <p>Dec.-May</p> <p>Sept.-June</p> <p>Sept.-June</p> <p>May</p> <p>spring</p> <p>Sept.-June</p>	<p>Field Trips (1, 500)</p>	<p>WSF Sch. Lib.</p>

<p>2.5 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> Title I funds will be used for continuous staff development on research-based effective methods to strengthen the core program with an emphasis on vocabulary skills; to increase the quality of learning time; and to address the needs of low-achieving children and those at risk of not meeting the State Student Achievement Standards. To ensure that all students have equal access to the core curriculum, teachers will attend site professional development workshops and plan, share and evaluate interdisciplinary learning experiences at monthly grade level and whole staff professional development meetings. Planning will include: <ul style="list-style-type: none"> Assuring equity by using differentiated instructional strategies targeted to the acquisition of content understanding for EL, EDY, Special Ed and GATE students; Providing training for general education teachers on adapting/modifying the core curriculum for Special Ed students in inclusion/mainstreaming programs; Increasing awareness of student learning styles/multiple intelligences and effective linguistic-instructional strategies; Addressing the language and academic needs of ELs, with a focus on linking the ELD Standards with the ELA Standards. Reviewing student portfolios at grade/cross grade level meetings to examine areas of student needs and strengths in core content areas. Release time will be provided for teachers to collaboratively plan and to observe/cross train in other classrooms and outside the school. Teachers of Special Ed students will participate in District-sponsored workshops and monthly site collaborative/staff development meetings to discuss instructional strategies, help students reach their IEP goals, identify appropriate materials to be used, and ensure student access to the core curriculum. The physical education specialist will lead one professional development programs for teachers, held in the fall. 	<p>Principal, UBC</p> <p>Principal, Teachers</p> <p>Teachers</p> <p>Special Ed Teachers</p> <p>Sports4Kids Consultant</p>	<p>Aug.-June</p> <p>Aug.-June</p> <p>Sept.-June</p> <p>Aug.-June</p> <p>fall</p>	<p>Substitute Teachers (1, 000) Travel/Conference (3, 000)</p> <p>Substitute Teachers (1, 000)</p>	<p>Title I</p> <p>Title I</p> <p>LEP Sch. Lib.</p>
--	---	--	--	--

<ul style="list-style-type: none"> • Special Education teachers and paraprofessionals will have the opportunity to collaborate and plan together. • Special Education paraprofessionals will have the opportunity to attend site staff development programs. 	<p>Special Education Teachers and Paraprofessionals</p> <p>Principal, Special Education Paraprofessionals</p>	<p>fall, spring</p> <p>fall, spring</p>	<p>Instructional aides-extra hours (500)</p> <p>Instructional aides-extra hours (500)</p>	<p>Sp. Ed. WSF</p> <p>Sp. Ed. WSF</p>
<p>2.6 Involvement of staff, parents and community:</p>				
<ul style="list-style-type: none"> • In the school lobby, a GATE Bulletin Board will post a description of the GATE Program, notices of GAC meetings and flyers on special events. Student projects/work will be showcased. • The Student Success Team (SST) and the Coordinated Services Team (CST) will each meet weekly to assess students who have been referred as potentially at-risk, look at student program placement, make recommendations for program changes or support, and review student academic progress. • Fall 2007 Parent orientation programs will focus on building student vocabulary skills. • Parents will have the opportunity to review student portfolio/project expectations, discover their child’s areas of strength, and gain insight as to how to help their child improve, meet or exceed state standards in core content areas. • All parents will be strongly encouraged to attend Parent-Teacher Conferences, Portfolio Nights, Curriculum Nights and Parenting Workshops, as offered throughout the school year. • The Family Room will be open Monday through Friday mornings to parents for school activity updates, support with parenting tips and homework help, information on community services for families, and use of a networked computer. 	<p>GATE Coordinator</p> <p>Principal, Counselor, Teachers</p> <p>Principal, Teachers</p> <p>Principal, Teachers</p> <p>Teachers Principal BAWCC</p> <p>BAWCC</p>	<p>Sept.-June</p> <p>Sept.-June</p> <p>fall</p> <p>Sept.</p> <p>Aug.-June</p> <p>Aug.-June</p>	<p>Supplies (500)</p>	<p>Title I</p>
<p>2.7 Auxiliary services for students and parents:</p>				
<ul style="list-style-type: none"> • Meetings will be held in the fall and the spring with parents of GATE students to explain the GATE program at the site, distribute information 	<p>GATE Coordinator</p>	<p>fall/spring</p>		

<p>about the GATE identification process, and discuss other issues of concern to GATE parents.</p> <ul style="list-style-type: none"> • A parent representative will be selected to attend GATE Advisory Council (GAC) quarterly. GATE Representative will be an active participant in the planning, facilitation and monitoring of the GATE program at the site. • GATE Coordinator will attend SSC and PTO meetings to describe the GATE program to all parents. • Under the supervision of the counselor, a social skill development support group for students will meet weekly to develop and refine coping skills. • ESL classes for parents will be offered on-site through Alemany Community College. • Under the supervision of the counselor, an anger management support group for students will meet weekly to develop and refine coping skills. • In the school lobby, a BAWCC bulletin board will highlight clubs and after-school activities. • The Family Room will be open Monday through Friday mornings to parents for school activity updates, support with parenting tips and use of a networked computer. 	<p>GATE Parent Representative</p> <p>Gate Coordinator</p> <p>Counselor</p> <p>Alemany ESL Coordinator</p> <p>Counselor</p> <p>BAWCC</p> <p>BAWCC</p>	<p>Sept.-May</p> <p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p> <p>Aug.-June</p>		
<p>2.8 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects. They will work closely with the SSC, the Principal, and librarian to ensure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day. • Teachers will maintain assessment folders and student portfolios to monitor ongoing student progress in core content areas, using grade level rubrics where appropriate. Folders/portfolios will be reviewed three times yearly at grade level meetings, and with parents at fall and spring parent-teacher conferences. 	<p>Principal, GATE Coordinator, Librarian, Parent Representative</p> <p>Principal, Teachers</p>	<p>Aug.-June</p> <p>Aug.-June</p>	<p>Instructional Supplies (1, 000)</p>	<p>WSF</p>

<ul style="list-style-type: none"> • CELDT, LALAR, and other assessment results will be used to inform instructional practices for EL students. EL students who meet specified criteria will be reclassified to FEP status. • The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines. • Special Ed students will be monitored through the IEP process and Attachment G's. • Cross grade level teams will meet regularly to analyze student data to inform teaching practices and refine/modify instructional strategies to meet student needs. • All students will be assessed at least three times a year utilizing Houghton Mifflin and Harcourt Math assessments. 	<p>All Teachers</p> <p>Principal, Sp. Ed. Teachers</p> <p>Principal, Sp. Ed. Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p></p> <p>Aug.-May</p> <p>Aug.-May</p> <p>Aug.-June</p> <p>Aug-May</p>		
--	---	---	--	--

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

Student groups participating in this goal: All students

Performance gains expected for these students: There will be at least a 10% increase in the number of students scoring at proficient or above on the Grade 4 CST Writing Test. 20% of students scoring below basic in reading comprehension on the CAT6 and CST will move to the basic range; 15% will move from basic to proficient; and 5% from proficient to advanced.

Means of evaluating progress toward this goal: Quarterly review of teacher long-range/daily lesson plans and student portfolios; teacher/principal observations/sharing of instructional delivery strategies; quarterly writing assessments

Group data needed to measure academic gains: Performance outcomes from Houghton Mifflin and CST/CAT6 assessments.

Objective #1 Increase by 10% the number of students scoring at a performance level of 4 or higher on the spring 2008 CST writing assessment.

Objective #2 By June 2008, 15% of students scoring basic in reading comprehension on the CAT6 and CST will move to the proficient level.

Objective #3 On the spring 2008 CAT6 for third grade, the NPR for mathematics will improve by at least 10 points.

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> <ul style="list-style-type: none"> To improve the delivery of reading and writing instruction to all students, teachers will employ classroom instructional practices selected from the State Frameworks and Standards exemplars as well as writing strategies from the Step Up To Writing Program. 	Principal, Teachers	Aug.-June		
<p>3.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> K-5 teachers will administer and score three standards-based writing prompts. At cross grade level meetings, teachers will score the students' 	Teachers	Sept.-June		

<p>work, utilizing rubrics/anchor papers.</p> <ul style="list-style-type: none"> Each month grade K-5 teachers will select a strategy from the State Framework or selected professional reading in order to improve students' reading comprehension skills, including strategies such as making connections, questioning, visualizing and inferring, determining importance in text and synthesizing information. 	Teachers	Sept.-June		
<p>3.3 Extended learning time:</p> <ul style="list-style-type: none"> A reading buddy program will be implemented in which upper grade students read to primary grade students. BAWCC will offer an after-school Homework Club four times a week to assist students with assignments and projects. Literacy aides will read with targeted students K-3 under the direction of the literacy specialist. America Reads tutors will work with targeted students K-3 under the direction of classroom teachers. 	<p>Literacy Specialist Teachers</p> <p>BAWCC</p> <p>BAWCC, Literacy Specialist</p> <p>Principal, Teachers</p>	<p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p>		
<p>3.4 Increased educational opportunity:</p> <ul style="list-style-type: none"> Through the Newspaper Club, upper grade students will have the opportunity to write for a school newspaper for bi-monthly distribution to the school community. Distributed through the Family Room, the Family Lending Library (books-on-tape) will provide materials to K-5 families so that they can read and listen to books at home with family members. School will explore feasibility of extending library hours to include twice-weekly lunch recess sessions so that students may have additional time with text to read silently or with reading buddies. Student successes will be honored at monthly award ceremonies. All students will be recognized for academic, behavior, volunteer, or service accomplishments at least once during the school year. 	<p>BAWCC</p> <p>BAWCC</p> <p>Principal, Librarian</p> <p>Principal, Teachers</p>	<p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.</p> <p>Sept.-June</p>	<p>Supplies (1, 000)</p>	<p>WSF</p>

<p>3.5 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> • Cross grade level teams (K-1; 2-3; 4-5; and special education) will have regularly scheduled meetings for planning, collaboration, reviewing assessment results, and examining student work. 	Principal, Teachers	August		
<p>3.6 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> • The librarian will continue to issue library card applications to new students in order to encourage public library usage. • Read Aloud Day provides opportunities for parents and community members to share their love of reading with students. • A Back to School Night will be held in early September to discuss the reading/language arts curriculum, selected school-wide areas of focus, and the direction/partnerships needed for a successful school year; each teacher will provide parents with a syllabus and/or year plan for instruction. 	<p>Librarian</p> <p>Teachers</p> <p>Principal, Teachers</p>	<p>Sept.-June</p> <p>March</p> <p>Sept.</p>		
<p>3.7 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • A school-wide home reading program will be continued, with parents signing-off on student reading logs. 	Principal, Teachers	Aug.-June		
<p>3.8 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • Houghton Mifflin assessments, including fluency passage assessments and end-of-theme tests, will be administered at least three times a year school-wide to monitor student progress throughout the year and year-to- 	Teachers	Sept.-June		

<p>year.</p> <ul style="list-style-type: none"> Grade level teams will meet monthly to score writing prompts, review student portfolios, and analyze Houghton Mifflin assessment data to track student progress and mastery of skills and use of selected strategies. The school will continue to implement the Step Up To Writing program and assess overall program effectiveness through discussions at staff and grade level meetings. 	<p>Teachers</p> <p>Principal, Teachers</p>	<p>Sept.-June</p> <p>Aug.-June</p>		
--	--	------------------------------------	--	--

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: Students will demonstrate the ability to make safe and healthy choices/decisions. By implementing TRIBES Agreements, the school will reduce the number of incidents of classroom/playground student disruptions, fights & slurs by 10%. All students will understand and comply with safety/emergency procedures/protocols. The school will fully implement tobacco, drug and violence prevention programs.

Means of evaluating progress toward this goal: Quarterly review of conflict-resolution log, office referral/suspension log and student behavior contracts; feedback from emergency drills

Group data needed to measure academic gains: Office referral and suspension log; staff/parent focus group feedback, and safety drill logs

Objective #1 By June 2008, there will be a 15% reduction in the number of playground incidents, fights, disruptions etc.

Objective #2 By fall 2007, 100% of students will comply and understand all safety/emergency procedures/protocols.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated Cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety:</p> <ul style="list-style-type: none"> The Safe School Plan and Emergency Response Plan will be updated and shared with community and staff. Emergency Crisis Response Team is in place. Tenderloin Behavior Standards will be posted in the classrooms and common areas (cafeteria and playgrounds) as a way to reinforce safety and the TRIBES community agreements. The .8 FTE counselor will meet each morning with identified focus students to make sure they are ready to learn, will conduct anger management and social skills groups, and will institute a peace program designed to refine students' conflict resolution skills. The Coordinated Services Team, comprised of the principal, counselor, parent support liaison, inclusion teacher, and resource teacher, will meet weekly to review the academic and behavioral progress of at-risk students, and work to match site and community resources to students and families. 	<p>All Staff</p> <p>Principal</p> <p>Elementary Advisor</p> <p>Counselor</p> <p>Principal, Counselor</p>	<p>Sept.</p> <p>August</p> <p>Aug.</p> <p>Aug.-June</p> <p>Aug.-June</p>		

<ul style="list-style-type: none"> • To promote meaningful opportunities for student engagement in service learning opportunities, students will participate in service organizations such as the Student Council, Reading Buddies, Peer Tutoring, the Junior Coach program, and other grade level appropriate service opportunities. • All students and staff will participate in regular, simulated emergency drills and evacuations. Special Ed students and staff will practice safe evacuation and other emergency procedures for students with disabilities. • Students will participate in a variety of school-wide special activities/events to promote awareness of healthy choices, personal safety and violence prevention (Red Ribbon, Jump for Your Heart). • In conjunction with the SFUSD Health Services Department, the health advocate and classroom teachers will provide student education in the form of activities, campaigns and promotions on drug and tobacco avoidance, anti-violence, anti-defamation, tolerance and conflict resolution. Twenty hours of health education with three lessons addressing tobacco and drug prevention will be delivered by K-5 teachers based on the District Health Curriculum. • The Sport4Kids consultant will provide resources, conduct organized games, and work to actively and positively engage students during recess. • Upper grade students serving as junior coaches will assist the physical education specialist at recess by maintaining and distributing sports equipment and leading peers and younger students in sports and games. • The elementary advisor will monitor student attendance. In conjunction with the SART, the elementary advisor and counselor will provide positive incentives for parents, and for students who are frequently tardy or absent. • A City crossing guard will be posted at our busiest street corner to ensure that students safely cross the street. • Staff will monitor visitor sign-in and badge procedures. 	Principal, Counselor, Elementary Advisor, Sport4Kids Consultant, Student Council Advisor	Aug.-June		
	Principal, Teachers, ERT	Sept.-June		
	Health Advocate	Sept.-June		
	Health Advocate, Teachers	Sept.-June		
	Sports4Kids Consultant	Aug.-June		
	Sport4Kids Consultant	Aug.-June		
	Elementary Advisor, Counselor, SART	Aug.-June		
	Principal, SFDP Office Staff			

<p>4.2 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> • The health advocate will disseminate information and instructional materials to staff at monthly staff meetings on healthy choices, nutrition, violence prevention and on interventions to prevent student conflict. • Staff will attend CPR/First Aid classes to renew certification. 	<p>Health Advocate</p> <p>Staff Volunteers</p>	<p>Sept.-June</p> <p>spring</p>		
<p>4.3 Engagement of staff, parents, community:</p> <ul style="list-style-type: none"> • A school-home contract regarding student behavior expectations will be distributed and signed-off on at the start of the school year. The counselor and elementary advisor will monitor and contact families when needed regarding behavior problems. • Appropriate resources will be made available to assure translation and interpretation services for parents as needed. • At the start of the school year, parents and school community members will attend a community meeting to discuss the school’s emergency plan and how it works, including evacuation sites and student release. • At the start of the school year, parents will be strongly encouraged to provide their children with an Emergency Snack Pack to be used in emergency situations. 	<p>Principal, Counselor, Elementary Advisor</p> <p>Principal</p> <p>Principal, Parents & BAWCC</p> <p>Principal, Teachers</p>	<p>Sept.</p> <p>Aug.-June</p> <p>Sept.</p> <p>Sept.</p>	<p>Instructional aides-extra time (300) Techs, Clerks, and Other Office-overtime (300)</p>	<p>LEP</p> <p>WSF</p>
<p>4.4 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • All students will have access to the on-site dental clinic through the BAWCC, where a pediatric dentist and hygienist from UCSF will work one day per week. • Students and their families who qualify will receive mental health services from the Tender Lion Family Services, Chinatown Child Development Center, or the Edgewood Socialization Program. 	<p>BAWCC</p> <p>Principal, Counselor</p>	<p>Sept.-June</p> <p>Sept.-June</p>		

<p>Counselor will oversee the site's community mental health services program.</p> <ul style="list-style-type: none"> Students with mental health needs will be referred to the proper agencies for AB 3632 services. 	<p>Principal, Counselor, Teachers, SST</p>	<p>Sept.-June</p>		
<p>4.5 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> The Safe School Committee will monitor school safety measures. Progress will be evaluated based on a review each semester of school incident/student injury logs, attendance data, school emergency supplies, safety logs and school suspension log. The School Site Council and English Language Advisory Council will receive periodic reports and assist in the monitoring of school safety measures. Monthly fire drills will be monitored by the SF Fire Department and logged into the Fire Safety Binder. Duck and Cover earthquake procedures and lockdown procedures will be practiced in fall 2007. 	<p>Safe School Committee</p> <p>Principal</p> <p>Principal, SF Fire Dept., Office Staff</p> <p>Principal, Teachers</p>	<p>Aug.-June</p> <p>Sept.-May</p> <p>Aug.-June</p> <p>fall</p>		

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 and families.
Performance gains expected for these students: Parent participation in daily school/classroom activities will increase by at least 10%. Attendance at PTO/ SSC/ELAC meetings, and school/parent workshops and events, will increase by at least 10%.
Means of evaluating progress toward this goal: Quarterly review of parent volunteer logs and sign-in sheets from community events, SSC, PTO, ELAC, parent-teacher conferences and Portfolio Nights/school functions; parent pre-post surveys
Group data needed to measure academic gains: Logs/records of attendance at conferences, orientations, workshops, and school /classroom visits

Objective #1 For 2007-08, increase parent participation in classroom volunteering and attendance at parent-teacher conferences by 10% as measured by sign-in logs in the office and teacher conference schedules.

Objective #2 Attendance at 2007-08 SSC/PTO meetings will increase by at least 10% as measured by sign-in logs.

Objective #3 Attendance at 2007-08 ELAC meetings will increase by at least 20% as measured by sign-in logs.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated Cost	Funding Source
<p>5.1 Active parent involvement in decision making process:</p> <ul style="list-style-type: none"> • GAC parent representative will be actively involved in the planning, implementing and monitoring of the GATE program. • An active SSC/PTO/ELAC will be in place to ensure parent and community involvement in the decision-making process. • The PTO will assist with special school events and with other activities at school, including written and oral translation, and presentation at parent workshops. 	<p>GAC Parent Representative</p> <p>Principal</p> <p>PTO</p>	<p>Sept.-June</p> <p>Sept.-June</p> <p>Sept.-June</p>		
<p>5.2 Ongoing communication with parents:</p> <ul style="list-style-type: none"> • Parents/families will receive a weekly Tenderloin Folder that is sent home with each child and contains a school newsletter (bi-monthly), 	<p>Principal, Parents,</p>	<p>fall</p>		

<p>teacher newsletters, information about school programs/activities and parent/community meetings, parent events, and letters from the school principal.</p> <ul style="list-style-type: none"> • In the fall, BAWCC parent needs assessments will be conducted to determine topics of interest to parents for future parent education and parenting workshops. • Teachers will provide regular student progress reports as well as quarterly reports to parents. At least two parent-teacher conferences will be held during the school year. • Parents will receive student performance reports on the California Standards Test and the California Achievement Test, along with other state and district assessments. Review of these and other student assessments will be discussed with parents at parent-teacher conferences SST, CST, and IEP meetings. • Parents of children who have not met the State’s proficient and advanced levels of student academic achievement in reading and mathematics will continue to work with their children at home on the extended learning homework lessons. • In conjunction with the District’s Master Technology Plan, a parent/community volunteer will update and maintain the school’s website, which will have school’s newsletters and highlight special events/programs. • GAC parent representative and GATE Coordinator will hold informational parent meetings to describe the GATE program and issues of concern to GATE parents. They will also hold informational meetings for all parents to describe the identification process and the GATE program. • Portfolio Night will be held in spring 2008. 	<p>Teachers, Students</p> <p>Teachers, BAWCC</p> <p>Teachers</p> <p>Principal, Teachers</p> <p>Principal, Teachers</p> <p>Parent/Community Volunteer</p> <p>GAC Parent Rep and GATE Coordinator</p> <p>Teachers, Students, PTO</p>	<p></p> <p>Aug.-June</p> <p>Aug.-June</p> <p>Sept-June</p> <p>Aug.-June</p> <p>Sept.-June</p> <p>fall, spring</p> <p>spring</p>	<p></p> <p></p> <p></p> <p>Instructional Supplies (500)</p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>Title I</p>
--	--	---	---	--

<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students:</p> <ul style="list-style-type: none"> Principal, Site Council, ELAC and Parent-Teacher Organization will work to increase parent attendance at Back-to-School Night, the December Family Feast, the Academic Plan and budget parent meeting, spring Portfolio Night, and the musical theater presentation in May. Based on a parent needs assessment, BAWCC will offer classes/workshops to parents on how they can nurture and guide their children’s learning, find help, set educational goals, and assist their children in developing skills that promote life-long learning. In addition, a whole variety of parenting issues that parents identify as important will be covered such as those pertaining to family health, nutrition, and child discipline. Translations in three languages (English, Spanish, and Chinese) will be provided for important written communications and for parent meetings. Title I funds will be used to increase parent involvement in school activities. 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. GATE Coordinator and a parent representative will write articles regularly for the school newsletter to inform the school community of the GATE program, information about gifted education, and issues of interest to GATE parents. All parent activities will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. An annual meeting to inform parents about rights and responsibilities under Title 1 will be coordinated and aligned with annual community site-planning meeting. Parents will be actively invited to the monthly award ceremony to honor student successes. All students will be recognized for academic, attendance, behavior, volunteer, or service accomplishments at least once during the school year. 	<p>Principal, SSC, ELAC, PTO</p> <p>BAWCC</p> <p>Office Staff</p> <p>Principal</p> <p>Special Ed Teachers</p> <p>GATE Coordinator</p> <p>Principal</p> <p>Principal</p> <p>Principal</p>	<p>Aug.-June</p> <p>Sept.-June</p> <p>Aug.-June</p> <p>Sept.-June</p> <p>Aug.-June</p> <p>Sept.-May</p> <p>Aug.-June</p> <p>February</p> <p>Sept.-June</p>	<p>Supplies (700)</p>	<p>Title I</p>
--	--	--	-----------------------	----------------

<ul style="list-style-type: none"> A schoolwide K-5 home reading program will be continued, with parents signing-off on student reading logs. 	Teachers	Sept.-June		
<p>5.4 Providing education opportunities for parents:</p> <ul style="list-style-type: none"> Twice-yearly, teacher and guest-led workshops for parents will be organized by the PTO on topics which will increase parents' capacity to monitor their children's progress such as: Holding an Effective Parent/Teacher Conference; California Content Standards as a Tool for Parents; school enrollment process; nutrition; and other related topics. 	Principal, Teachers	fall, spring		
<p>5.5 Involvement of community partners:</p> <ul style="list-style-type: none"> Parents will be invited to work with staff as equal partners to implement and coordinate parent programs and build ties between parents and the school. PTO will provide special programs and activities for the school and engage in school fund-raising activities. BAWCC will provide funds for a variety of academic and enrichment after-school clubs. UCSF, in partnership with BAWCC, will provide dental services for the students. BAWCC will provide regular parenting workshops and classes on a variety of topics of interest to parents. 	Parents, PTO BAWCC UCSF, BAWCC BAWCC	Aug.-June Sept.-June Sept.-June Sept.-June		

<p>5.6 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • Twice yearly, the SSC will review agendas, minutes, sign-in sheets from parent and school community workshops and meetings, along with parent surveys/needs assessments. • SSC will review/modify the academic plan and budget in response to school community needs. 	SSC	fall/spring		
	SSC	Jan.-March		

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Date Elected
Herb Packer		X				9-04
Terri Raggio					X	2-06
Sheila Taylor					X	10-06
Gabriela Ayala					X	10-06
Khoa Nguyen					X	10-06
Midge Wilson					X	10-04
Chuck Turner			X			10-06
Doris Tsang			X			10-06
Leah Kennedy			X			10-06
Silvana Pazmino				X		10-04
Numbers of members of each category		1	3	1	5	

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

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

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

Attested:

Herb Packer _____

Typed name of school principal

Signature of school principal

Date

Midge Wilson _____

Typed name of SSC chairperson

Signature of SSC chairperson

Date