

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Academic Plan**  
for  
**Student Achievement**

**2007 - 2008 School Year**

**Visitacion Valley Elementary School**

38-68478-6041701

April 13, 2007

## **PURPOSE OF THIS ACADEMIC PLAN**

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

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

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

## ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

Visitacion Valley Elementary School (VVES) uses the district's adopted instructional programs and materials. To meet our students' special needs, we also use supplemental materials for writing, math, and science. All these materials are aligned with the *California Content and Performance Standards*. The standards are also noted in teachers' lesson plans.

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

VVES uses adopted and supplemental standards-based instructional materials to meet the special needs of our students: core curriculum workbooks to reinforce the learning of EDY and underperforming students, materials developed for RSP students, *On Our Way to English* for EL students, and enrichment materials for GATE and High Potential students.

VVES has purchased and fully implemented adopted instructional materials and standard-based supplemental materials for all students including materials to challenge GATE students.

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

The SFUSD Staff Development workshops are publicized, and the staff is encouraged to attend. The types of professional development offered on-site are based on students' needs, as shown by their assessment results, and teachers' needs, as shown in the results of a professional development survey. On-site staff development workshops are facilitated by the staff, Chief Academic Office staff, or outside consultants. Grade level and staff meetings are also used for staff collaboration to align standards, assessments, and instructional best practices to professional development and meeting the needs of GATE, EL, and underperforming students.

4. Services provided by the regular program to enable under-performing students to meet standards:

Teachers use differentiated instruction, Universal Access, individual and small group instruction, hands on learning materials, district adopted and supplemental materials and best practices instructional strategies to enable underperforming students to meet the content standards. Underperforming or at-risk students are referred to the Student Success Team and/or to the Interagency Coordinated Care Team for extra support and interventions. Underperforming students are also referred to the after school homework assistance and tutorial program that helps about 100 students daily. An additional 45 students are targeted for individual or small group tutoring on a daily or weekly basis during the school day and after school.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Paraprofessionals (including bilingual ones) help students individually or in small groups under the teachers' direction. The after-school program provides reading tutoring and homework assistance to identified low performing students. First graders who need extra support in reading receive individual tutoring daily for 20 minutes. Underperforming 2<sup>nd</sup>-5<sup>th</sup> graders are tutored if tutoring slots are available. District or outside consultants provide staff development to teachers, reading tutors, volunteer tutors, and parents on interventions for struggling students. At Student Success Team Meetings, the Outreach Consultant and child's teachers provide parents with strategies and materials to help their child at home.

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

In the fall, teachers analyze all state and district assessment data to develop Classroom Action Plans. Teachers also use the data to identify each underperforming student's area(s) of need and to decide on modifications, interventions, and materials to meet those needs. During grade level meetings, students' language arts and math formative assessments are reviewed regularly for achievement trends and to determine if further instruction modifications are needed.

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

The Outreach Consultant (ORC) is funded through the CSS (Comprehensive Student Support) grant and facilitates the Student Success Team meetings. At these meetings, staff and parents/guardians work together to identify strategies and modifications to assist underperforming students at home and school. At the weekly Interagency Coordinated Care team meetings, a licensed clinical social

worker from a mental health center works with a team of staff members (Principal, RSP, ORC, Elementary Advisor, Afterschool EXCEL Director) to develop action plans for students in crisis. The ORC is encouraged to coordinate parent and community volunteers, seek out business donors and provide workshops for parents.

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

Visitacion Valley Elementary School continues to be challenged with barriers to improve student achievement for all students. Although many of the teaching staff are highly skilled and effective, some staff members need additional and intensive training and support to work with targeted and special needs students

In addition, the school as a whole must provide more support to under-achieving students who begin their education with deficits in experience, vocabulary and study behavior in order to accelerate our students' readiness to learn and motivate them to sustain a high level of academic performance.

The school, district and community must work together to provide more effective, sustained and comprehensive emotional and social support to students and their families affected by the challenges of a lower socio-economic status and its attendant problems.

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

The limitations of the current program to enable under-performing students to meet standards are largely limitations of resources, academic time and effectiveness. Although we have greatly augmented out tutoring and support staff through volunteers, parents and affiliations with programs such as AmeriCorp, I.R.I.S.E., and Healthy Realizations (four interns supervised by the Southeast Mental Health Center provide individual and small group counseling and therapy to targeted under-performing students), we continue to need to increase out tutoring staff in order to provide more individual academic support to our under-performing students.

We still find that our under-performing students need more time on-task to accelerate their progress even though many of our under-performing students attend either the YMCA After-School Program or other homework support clubs such as the Boys and Girls Club at the Hawkins Village.

To promote teaching effectiveness, the teaching staff needs more professional development that focuses on supporting and accelerating the progress of under-performing students. Although best practice strategies, differentiated instruction and Universal Access are implemented school-wide, the effectiveness of implementation varies based on the teacher's training or experience.

# Insert SARC Highlights

## ACADEMIC PLAN EXECUTIVE SUMMARY

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

Data Conclusions related to Goal:

(Please state your data patterns and trends.)

An achievement gap between the largest ethnic group, the Chinese, and the three targeted groups, Samoan, Latino and African-American, is clear in English-Language Arts with the students of Chinese ethnicity scoring the highest in “Writing Strategies” in all four grades tested and scoring the highest in Fourth and Fifth Grade in “Reading Comprehension.” In Third Grade, students of Chinese and Latino ethnicities tied in “Reading Comprehension” and in Second Grade in “Reading Comprehension” the Latino students scored the highest of any ethnic sub-group with 80%.

With the exception of “Writing Strategies” in Fourth Grade in which the African-American students scored 40% and Samoan students scored 33%, African-American students received the lowest score in both “Reading Comprehension” and “Writing Strategies” in every grade tested (second through fifth)

Comparing the scores in “Reading Comprehension” and “Writing Strategies” across the grades, they are:

- In Fifth Grade, Chinese students got the highest percentage correct with 56% and 63% respectively; Latinos scored 38% and 50% and both African-Americans and Samoans scored the same with 38% and 44%.
- In Fourth Grade, Chinese students got the highest percentage correct with 73% and 60% respectively, Latinos scored 53% and 47% while Samoans scored 47% and 33% and African-Americans scored 40% and 44%.
- In Third Grade, Chinese students got the highest percentage correct with 60% and 67% respectively, Latinos scored 60% and 56% while Samoans scored 53% and 56% and African-Americans scored 40% and 44%.
- In Second Grade, Chinese students got the highest percentage correct in “Writing Strategies” with 73% and 63% respectively while Latinos scored highest in “Reading Comprehension” with 80% and 38%; Samoans scored 60% and 50% respectively and African-Americans, 40% and 25%.

For Math, overall 171 students or 62% of all students tested scored Proficient or Advanced.

- In Fourth Grade, 88% of the Chinese students are Proficient and above (30 out of 34 students) while only 40% of the Latinos (2 out of 5 students) and 31% of African-Americans (4 out of 13) scored Proficient and above.
- In Third Grade, 85% of the Chinese students are Proficient and above (28 out of 32) while only 43% of Latinos (3 out of 7), 25% of Samoans (2 out of 8) and 7% of African-Americans (1 out of 15) scored Proficient and above.
- In Second Grade, 97% of the Chinese students are Proficient and above (28 out of 29) and 100% of Latinos (4 out of 4), while only 50% of Samoans (3 out of 6) and 17% of African-Americans (1 out of 6) scored Proficient and above.

The widest gap appears to be between the Chinese and the African-American students, starting in the Second Grade with math facts and Algebra and Functions being their weakest areas.

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

**Objective 1:** To start closing the achievement gap of African-American students in English-Language Arts, an additional 30% or 19 students need to move from Below Basic to Basic or above and 25% or 15 students need to move from Basic to Proficient and above.

**Objective 2:** In Math, 30% or 10 students need to move from Below Basic to Basic while 20% or 7 students more need to move from Basic to Proficient and Advanced.

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

1. Classroom Action Plans with emphasis on the proper and full implementation of Houghton-Mifflin including Universal Access and, for reteaching purposes, analysis of SCOE/OARS formative assessment results and work samples of targeted students, including under-achieving African-American students.
2. Grade-level Classroom Action Plans will emphasize the analysis by teachers of students' Math formative assessments, and the usage of the STAR blueprints for Math including the Released items with focus on targeted students.
3. Bi-weekly Grade-level meetings when teachers analyze assessment data including OARS data, collaborate to identify students' academic needs, develop instructional strategies to reteach individual and/or small groups of students.
4. After-school Program with AmericaCorp interns providing one-on-one tutoring and homework assistance.
5. Fifth grades use flexible grouping for Math with differentiated instructional materials, smaller group size and teachers focusing on groups that need extra support.
6. Professional development for teachers and paraprofessionals in English-Language Arts and Math with a focus on vocabulary and number sense (basic facts) and geometry and measurement.
7. Students school-wide will be provided daily basic math facts fluency practice with individualized math facts fluency provided to targeted students.
8. In the fall, teachers will receive in-service training in implementing strategies in the classroom to empower students to maximize their effective effort in learning acquisition; e.g., "you can do" messages, thinking skills and effective praise.
9. Parents will be provided with math materials to use at home such as flashcards and 100s chart in order to support the instruction their child receives at school (basic math facts fluency using programs like Mad Minutes and Great Leaps).
10. Daily reading homework (Read and Respond) will be monitored closely for student completion and rewarded regularly both in the classroom and school-wide for compliance with certificates and other prizes.

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

Data Conclusions related to Goal 2:  
(Please state your data patterns and trends.)

Visitacion Valley Elementary School has 214 English Language Learners (ELL) and 142 of them took the CST in 2006. In English-Language Arts:

- In Fifth Grade, 75% scored at or above Basic and 0% at or above Proficient.
- In Fourth Grade, 83% scored at or above Basic and 50% scored Proficient or above.
- In Third Grade, 80% scored at or above Basic and 35% scored Proficient or above.

- In Second Grade, 91% scored at or above Basic and 65% scored Proficient or above.

We need to focus on Fifth Grade since of the 16 ELL students, none scored Proficient or above.

In Math:

- In Fifth Grade, 38% scored at or above Basic while only 19% were at Proficient or higher levels.
- In Fourth Grade, 83% scored at or above Basic and 70% scored Proficient or above.
- In Third Grade, 93% scored at or above Basic and 67% scored Proficient or above.
- In Second Grade, 100% scored at or above Basic and 91% scored Proficient or above.

As in English-Language Arts, we need to focus improving the Fifth Grade scores in Math to prevent the steep drop from Fourth Grade to Fifth Grade, dropping from 83% in Fourth to 38% in Fifth in at or above Basic and 70% in Fourth in Proficient or above to 19% in Fifth Grade.

According to the results of the CELDT assessment:

- In First Grade, 40 or 53% of students scored at or above Intermediate.
- In Second Grade, 32 or 69% of students scored at or above Intermediate.
- In Third Grade, 40 or 63% of students scored at or above Intermediate and 15% scored Early Advanced
- In Fourth Grade, 38 or 84% of students scored at or above Intermediate and 18% scored Early Advanced.
- In Fifth Grade, 30 or 97% of students scored at or above Intermediate and 60% scored Early Advanced.

Based on the CELDT scores, 33 English Learners may be eligible for reclassification from LEP to FEP.

Twelve students have IEPs and receive RSP and/or Speech services at VVES. Of those twelve students, eight students receive both RSP and Speech Services for Specific Learning Disabilities and Speech-related disabilities; two have specific learning disabilities related to reading and math and two are other health impaired.

GATE students increased in number and diversity from 21 to 34 including African-American, Asian and Pacific-Islander students.

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

**Objective 1:** An additional 12% or 13 EL student will score at or above “Early Advanced” level in CELDT and meet the criteria for reclassification review

**Objective 2:** Sixty percent of Fifth Grade English Learners (or 20 students) will score at or above Proficient in Math in the California Standards Test (CST). Five of 15 EL students scoring at Basic in Math in the CST will improve to Proficient in 2007-2008 and 12 of 36 students scoring at Basic in ELA in the CST will improve to Proficient.

**Objective 3:** The 12 students with IEPs will receive RSP and/or Speech services at VVES. The 34 GATE and high-potential students will receive differentiated instruction and be intellectually challenged.

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

1. All teachers will implement the ESL core curriculum *On Our Way to English* regularly for 150 minutes per week.

2. All teachers will be trained in English Language Development strategies including Universal Access and SDAIE methodology during on-site and District workshops followed by grade-level meetings that focus on collaborative planning for optimal lesson implementation, peer observation and follow-up on self-reflection, peer critique and debriefing.
3. Students with IEPs will receive extra support from the teacher, RSP, Speech Pathologist, paraprofessionals, AmeriCorp volunteers and interns to help them meet their IEP goals and objectives.
4. Teachers, paraprofessionals and volunteers will coordinate the use of instructional strategies and supplementary challenge materials that are responsive to the individual needs and learning styles of the 34 GATE and many High Potential students so they can have full access to the core curriculum.
5. A weekly after-school program will challenge all the interested GATE and High Potential students with stimulating and high-level independent projects.
6. Students in the GATE program and children with special education needs will have their educational needs met in the after-school program as well as the classroom.
7. English Language Learners (ELL) will have full access to the core curriculum; a kindergarten-through-fourth grade Chinese bilingual option is offered to ELLs whose primary language is Cantonese.
8. Fifth Grade teachers will explore alternative instructional strategies to the flexible grouping for Math that is currently implemented.
9. Teachers, paraprofessionals, the RSP and the Speech Pathologist will focus on developing academic language and vocabulary in all content areas.

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**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.)

An analysis of the California Standards Test (CST) scores for Visitation Valley Elementary School in 2005-2006 shows the following by Academic Performance Index (API) and Adequate Yearly Progress (AYP) standards:

In English-Language Arts:

- Fifty-three percent of Second Graders are Proficient or better and 79% scored Basic or better.
- In Third Grade, only 43% are Proficient or better while 75% scored Basic or above.
- Fourth Graders are 52% Proficient and 81% at Basic or better.
- Only 39% of Fifth Graders are Proficient and 78% are at Basic or better.

In Math:

- Seventy-seven percent of Second Graders are Proficient or Advanced while 86% scored at Basic or above.
- The number of Third Graders scoring at Proficient level dropped to 55% and at Basic level or above, to 80%.
- Sixty-five percent of Fourth Graders scored at Proficient or better and 78% at Basic or better.
- The number of Fifth Graders scoring Proficient or better dropped to 54% and only 65% are at Basic or better.
- The common weakness in Math throughout the Fourth Grade levels appears to be in Math facts, especially multiplication, division and fractions.

In Science:

- Only 27% of our Fifth Graders are Proficient or Advanced, while 74% are at Basic or better.
- Special emphasis is needed in Fourth Grade Physical, Life and Earth Science standards while Fifth Grade standards in Physical and Earth Science also need to be reinforced.

In 2005-2006, 92% of Fourth Graders passed the California Writing Standards Test (CWST).

Math clusters, Measurement and Geometry scores continue to be lower than other components of the CST on average school-wide and many students remain weak in “Basic Facts,” especially the multiplication tables.

**Objective 1:** In English-Language Arts, third and fifth graders performing at Proficient or better will increase to 52% from 43% and 39% respectively and the passing rate for 4<sup>th</sup> grade CWST will be 95% or better.

**Objective 2:** In Math, teachers will focus on Geometry and Measurement as well as Number Sense (basic facts, especially multiplication and division) in order to bring up the scores in this CST cluster to be the same or better than the clusters in the other subtests.

**Objective 3:** Ninety percent of fifth grade boys and girls will score at or above Basic in Science and 55% will score at or above Proficient including the socio-economically disadvantaged students who will catch up with the rest of the students with at least 40% of all fifth-graders attaining Proficiency in Science.

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

1. The Five-Step Writing Process will be used school-wide for writing instruction using the SCOE and Fourth Grade CWST rubrics and grade-level meetings to score, compare writing samples and develop strategies for grade-level appropriate writing instruction. Child-friendly rubrics will be used.
2. Teachers will use hands-on practice with rulers for measurement, cups for measuring volume and balances/scales for weight. Memorization strategies will also be taught to students to help them learn and retain the basic facts. Manipulatives will be used for learning Algebra and Functions whenever appropriate.
3. Teachers will utilize peer tutoring and cooperative learning, academic content language and modeling strategies to talk through math procedures to enhance student understanding in addition to on-line resources for math curriculum practice and reteaching.
4. Teachers will instruct and expect students to explain their math thinking in writing and to show their math work when solving math problems.
5. Fourth and Fifth grade teachers will participate in Professional Development to enhance their science instructional skills as well as become more familiar with the Science standards.
6. Teachers in collaboration with parents and families will hold bi-annual science days during which the whole school day will be dedicated to science teaching and learning.

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

Data Conclusions related to Goal 4:

(Please state your data patterns and trends.)

- Student disciplinary referrals decreased by 18% in September 2006 – March 2007 compared to the same period last school year from 170 referrals to 140.
- A total of 321 students received Honor Roll recognition for Citizenship and/or Academic Performance for the first quarter of the 2006-2007 school year, an increase of 127 students from the same quarter last year.
- Perfect attendance and no tardies increased by 1% from August 29, 2006 to March 14, 2007 to a total of 92 students from 91 students last year..

The attendance rate school-wide increased from 96.8% in the period of August 29, 2005 to February 24, 2006 to 96.9% in the period August 29, 2006 to March 9, 2007. The attendance rate for African-American students increased to 74% from 70% the previous year while the attendance rate for Latino students increased to 98% from 88% the previous year.

- The Suspension rate of all students remains at three students to date with all being mandatory suspensions.
- The school has maintained its reduction of volume of garbage by 50% due to extensive composting of Cafeteria refuse and recycling.
- All school staff will continue to fully implement the “B.E.S.T.” Schoolwide Responsibility Program with focus on the positive incentives for good and improved citizenship.

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

**Objective 1:** Students receiving positive recognition awards and incentives will increase from 321 students to 350 students as measured by the number of students on the Honor Roll for Academics and/or Citizenship. The number of Star tickets will double to two dozen weekly.

**Objective 2:** Disciplinary Referrals will be reduced by 20% as measured by the number of students referred for disciplinary interventions outside of the classroom and the number of times each student is referred.

**Objective 3:** The attendance rate for African-American students will increase from 74% to 80%; the attendance rate for Latino students will remain at about 98%.

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

1. School-wide implementation of BEST/School-wide Responsibility Plan: Refinement of program, expansion to include more areas and focus on improving areas of weakness. Certain rules will be re-taught regularly. STAR tickets and more incentives will be more frequently used to reward positive behaviors.
2. I.C.C. focus on high-risk students: Develop and case-manage interventions in and out of school including counseling, behavior contracts, educational and psychological assessments, family support, etc.
3. The CSS ORC will follow closely the District procedures dealing with truancy and refer all chronic truants to the SFUSD Drop-Out Prevention Office. SRO's and our Learning Support Consultant will make home visits if needed, and habitual tardiness will be referred to the I.C.C./S.A.T.
4. Monthly public recognition of students with perfect and most improved attendance as well as excellent or improved citizenship and staff members will be assigned as mentors to identified chronic truants.
5. Students will receive instruction in basic hygiene including bathroom etiquette, hand-washing, etc.
6. Multicultural assemblies will continue to promote cross-cultural understanding and appreciation.
7. Teachers trained in strategies to promote effective effort in the classroom will empower students to become more active, independent and self-confident learners.

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**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.)

- Parent participation in school-sponsored events remained about the same as last year. Besides the usual 100% parent participation in parent conferences about 175 adults attending Back to School Night, 30 families attended the Spring “Family Science Night” potluck event.
- Community volunteers (AmeriCorps staff from SFSU Urban Institute and aspiring teachers from City College of San Francisco) have increased in numbers and “tutoring” hours in 2006-2007 to about 240 hours per week.
- The PTA membership and fundraising capability have dropped significantly due to an internal crisis.

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

**Objective 1:** Increase the number of community volunteers by 60 more hours per week to 300 hours weekly.

**Objective 2:** Continue to increase the number of families participating in meetings and workshops by 20% (besides just attending assemblies and pot-lucks) to 92 families attending Family Math Night in 2007-2008 from the 75 families who attended in 2006-2007.

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

1. Maintain the school relationship with SFSU Urban Institute, continue to recruit SFSU AmeriCorp interns and other student volunteers, and assign them to tutor individual identified at-risk students in the classroom and in the after-school program in English Language Arts and Math.
2. Work closely with the District-2 PTA to recruit more active members and boost its fundraising and networking abilities.
3. Continue to offer meaningful and relevant workshops to parents/guardians and motivate them to become more effective in parenting as well as supporting their children’s education.
4. Train community volunteers in tutoring methodologies for reading and math.
5. Identify and assign a Room Parent for each classroom to promote communication among parents and school involvement.
6. Room parents will develop a telephone and e-mail list for parents to use to keep informed and active in school activities.

## Action Plan

**GOAL #1 Academic Achievement:** Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on achievement data. Focus must be on reading and mathematics as measured by tests and other assessments as appropriate. Student groups participating in this goal: K-5 Students, especially AA and L students, and students scoring at below the Basic Level on the CST. Performance gains expected for these students: A) : To start closing the achievement gap of African-American students in English-Language Arts, an additional 30% or 19 students need to move from Below Basic to Basic or above and 25% or 15 students need to move from Basic to Proficient or above. B) In Math, 30% or 10 students need to move from Below Basic to Basic while 20% or 7 students more need to move from Basic to Proficient or Advanced.

Means of evaluating *progress* toward this goal: SCOE/OARS assessments in Reading and curriculum/OARS assessments in Math and Writing Rubric ratings

Group data needed to measure academic gains: CST subgroup data, CAT6 (for Third Grade), CELDT, Redesignation data

**Objective 1:** To start closing the achievement gap of African-American students in English-Language Arts, an additional 30% or 19 students need to move from Below Basic to Basic or above and 25% or 15 students need to move from Basic to Proficient or above.

**Objective 2:** In Math, 30% or 10 students need to move from Below Basic to Basic while 20% or 7 students more need to move from Basic to Proficient or Advanced.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>1.1 Alignment of standards-based instruction to content standards</b></p> <p>At the start of the school year, teachers will use the <b>Continuous Improvement Process</b> to develop a <b>Classroom Action Plan</b> and integrated classroom teaching plans.</p> <ul style="list-style-type: none"> <li>The <b>Continuous Improvement Process</b> steps include analyzing state, district, and site programs'</li> </ul>	<p>-Principal -Teachers</p>	<p>August, 2007 and on-going</p>	<p>Principal (\$124,899) -Teachers (\$1,398,636) -Sr. Clerk Typist (\$52,695)</p>	<p>WSF-1301 WSF-1101 WSF-1426</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>achievement data (CST, CAT6 for Third Grade, CELDT); prioritizing areas of concern; determining school and classroom goals, root causes, and interventions; designing achievement plans; analyzing ongoing site program assessment results (using OARS, On-line Assessment Reporting System, for Reading and Math); and identifying immediate actions to further improve academic achievement of all students.</p> <ul style="list-style-type: none"> <li>The Classroom Action Plan will identify the academic needs for each subgroup in the class (GATE, RSP, EL, and students below the proficient level), with a focus on African-American and Latino students. The Classroom Action Plan will be aligned with the <i>California Content and Performance Standards</i>, and will include a timeline for standards instruction.</li> </ul> <p>Teachers will implement the District’s ELD core curriculum. Through the curriculum, teachers will use Universal Access, differentiated instruction and SDAIE instructional strategies or the students’ primary language of Cantonese to support both EL and EDY students, focusing on academic language development; teacher modeling; using graphic organizers, visuals and realia; active learning and TPR; building on students’ prior knowledge; and using higher order thinking skills.</p> <p>Students school-wide will use writing rubrics to support the writing development of different genres (narrative,</p>	<p>-Teachers</p>	<p>On-going</p>	<p>Instructional Materials (\$500)</p>	<p>SIP-4310</p>



<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Related Expenditures/ Estimated cost</b>	<b>Funding Source</b>
Fifth grade flexible grouping for Math with differentiated instructional materials, smaller group size and teacher focusing on group that needs extra support. Supplementary math manipulatives, such as clocks, money and counters, will be used to help students achieve mathematical concept development.	-Teachers	On-going	Supplies (\$200)	WSF - 4313
Supplementary Houghton-Mifflin reading materials will be used during Universal Access to provide extra-support materials for students who are achieving at Basic or below.	-Teachers	On-going	Supplies (\$200)	WSF - 4313
First grade through fifth-grade students will receive daily basic math facts fluency practice school-wide.	-Teachers	On-going		
Paraprofessionals will provide targeted individuals with individual basic math facts fluency practice.	-Para Support	On-going		
Daily reading homework (Read and Respond) will be monitored closely for compliance and rewarded regularly in all the classrooms and school-wide with certificates and other prizes.	-Teachers	On-going		
<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Related Expenditures/ Estimated cost</b>	<b>Funding Source</b>
<b>1.3 Extended learning time/increased educational opportunity</b> All children, particularly students scoring at Basic and	-Principal	September and	-Mission YMCA Staff &	EXCEL Grant

<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Related Expenditures/ Estimated cost</b>	<b>Funding Source</b>
<p>below in the CST in language arts or math and those at risk of not meeting the State student academic achievement standards required by section 1111(b)(1), will continue to be referred to the EXCEL YMCA After School Homework and Tutoring Program (including AmeriCorp tutors). Students will receive homework assistance and test preparation support.</p>	<p>-YMCA Coordinator -Tutors</p>	<p>on-going</p>	<p>Supplies</p>	
<p>The Urban Institute through San Francisco State University will provide 20 America Reads and Counts staff to focus on tutoring students identified as requiring reading assistance and math support with a focus on African-American and Latino students to help students gain grade-level reading and math proficiency and improvement of their CST scores in order to meet the mandated API and AYP objectives.</p>	<p>-America Reads and Counts staff</p>	<p>On-going</p>		<p>San Francisco State University/Urban Institute Grant</p>
<p>Assessment materials will be used to provide instruction and practice in test taking skills from December to April.</p>	<p>-Teachers</p>	<p>December-April</p>	<p>Supplies (\$1,352)</p>	<p>WSF-4313</p>
<p>Students scoring at Basic and below on the CST in language arts or math will receive Universal Access and differentiated individual or small group instruction from the teacher, or support from the Literacy Specialist or a paraprofessional or volunteer under the teacher's direction.</p> <p>Student impact of instructional strategies will be routinely measured and analyzed using assessment data from SCOE/OARS (for reading, writing and math) and</p>	<p>-Teachers -Literacy Specialist -Paraprofessionals</p>	<p>On-going</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>other curriculum assessments. Instructional modifications will be implemented to promote optimal student achievement.</p> <p>The <b>Outreach Consultant</b> (ORC) will recruit volunteers to tutor students scoring at Basic or below in language arts or math on the CST.</p> <p>The Literacy Specialist will provide individual and small group reading instruction to first to third grade students who are below grade level in reading</p> <p>The Literacy Specialist will train volunteers on effective tutoring strategies.</p> <p>The tutoring program will provide academic and study behavior support to our under-achieving students with a portion of the additional time focused specifically on our African-American students who are under-achieving.</p> <p>The services of a Learning Support Consultant will work closely with the school community (including the School Psychologist) to support the lowest-performing students (specifically African-American students) in individual and small group settings including direct services.</p>	<p>-ORC</p> <p>-Literacy Specialist</p> <p>-Literacy Specialist</p> <p>-Principal</p> <p>-Learning Support Consultant</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>As soon as possible</p>	<p>Paraprofessional (\$16,551)</p>	<p>CSS Grant</p> <p>Title I</p> <p>Proposition H</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>To inspire achievement, motivation and a sense of purpose and participation in society and make school and basic skills relevant, students will be provided with field trips to the community; e.g., doctors and hospitals; scientists and laboratories; engineers and architects.</p> <p>The English Language Development curriculum, <i>On Our Way to English</i>, will be implemented providing thirty minutes of instruction daily to English language learners.</p>	<p>-Principal -Teachers</p> <p>-Teachers</p>	<p>On-going</p> <p>On-going</p>	<p>Field Trips (\$500)</p>	<p>SIP-5811</p>
<p><b>1.4 Staff development and professional collaboration</b></p> <p>Teachers will attend professional development and engage in peer observation with the focus on reading, writing and English Language Development including the implementation of the Houghton-Mifflin curriculum, Universal Access and the District’s ELD core curriculum <i>On Our Way to English</i>.</p> <p>The District P.D. workshops on the ELD curriculum will provide professional development to teachers during staff meetings, grade-level meetings and professional development days in support of the full implementation of the new ELD core curriculum; in addition, at weekly grade-level meetings, teachers will follow-up with peer-presentations, collaborative</p>	<p>-Principal -Teachers -Literacy Specialist</p> <p>-Principal -Teachers -Literacy Specialist</p>	<p>On-going</p> <p>On-going</p>		<p>SFUSD PD workshops</p> <p>SFUSD P.D. workshops</p>

<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Related Expenditures/ Estimated cost</b>	<b>Funding Source</b>
<p>discussions, lesson planning and preparation, pre- and post-peer observation discussions, debriefings, self-reflection and peer critiques in order to optimize instructional effectiveness.</p> <p>Teachers will provide professional development to peers and support staff focusing on effective instructional support in vocabulary, particularly identifying Tier II words to support low-vocabulary students including African-American and Latino students.</p> <p>Teachers will also continue to acquire professional development in the Focused Approach and to implement in collaboration with peers in grade-level meetings, peer lesson observations and critiques and follow-up grade-level debriefings and reflections.</p> <p>Teachers will attend Houghton-Mifflin and Universal Access professional development activities focusing on differentiated instruction for students performing at Basic or below on the CST and for GATE and EL students.</p> <p>Best Practices for instructing underperforming, GATE, and EL students; focusing on reading comprehension, writing strategies, Algebra and Functions and measurement and geometry skills using Universal Access and differentiated instruction will be shared at staff and grade level meetings.</p>	<p>-Teachers</p> <p>-Principal -Teachers</p> <p>-Principal -Teachers -Literacy Specialist</p> <p>-Principal -Teachers -Literacy Specialist</p>	<p>September</p> <p>-On-going</p> <p>-On-going</p> <p>Bi-weekly</p>		<p>SFUSD P.D. workshops</p> <p>SFUSD P.D. workshops</p> <p>SFUSD P.D.I.</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>In late August, all Kindergarten teachers will meet with the pre-K teachers of the entering class to share each child’s strengths, needs, and successful strategies for working with the child.</p>	<ul style="list-style-type: none"> <li>-Kindergarten Teachers</li> <li>-Outreach Consultant</li> </ul>	<p>Late August</p>		
<p>Teachers will conduct bi-weekly grade-level meetings during to analyze assessment data including OARS data, collaborate to identify students’ academic needs, develop instructional strategies to reteach individual and/or small groups of students.</p>	<ul style="list-style-type: none"> <li>-Teachers</li> </ul>	<p>Bi-weekly</p>	<p>Tech. Services (\$950)</p>	<p>Title 1</p>
<p>A minimum of four faculty meetings will focus on literacy, language arts and math instruction.</p>	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Literacy Specialist</li> </ul>	<p>Quarterly</p>		
<p>Eight monthly grade level meetings will focus on Houghton-Mifflin instruction and formative assessment, writing instruction and assessment and test preparation.</p>	<ul style="list-style-type: none"> <li>-Teachers</li> <li>-Literacy Specialist</li> </ul>	<p>Monthly</p>		
<p>The Literacy Specialist and classroom teacher will collaboratively analyze the results of routinely administered assessments including SCOE/OARS to develop and implement informed instructional practices that support optimal student achievement for children identified with special learning needs.</p>	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Literacy Specialist</li> <li>-Teachers</li> </ul>	<p>On-going</p>		
<p>The Outreach Consultant and teacher and parent representatives will attend the annual SB 65 Dropout Prevention Conference in November to learn about intervention strategies for supporting low-achieving</p>	<ul style="list-style-type: none"> <li>-ORC</li> <li>-Teacher</li> <li>-Principal</li> <li>-Parent Rep.</li> </ul>	<p>November</p>	<p>C.S.S. (Comprehensive Student Support) (\$4,000)</p>	

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>students. They will share what they learned during staff meetings.</p> <p>Teachers will receive professional development in support of the implementation of the English Language Development curriculum, <i>On Our Way to English</i>, both on-site and at District workshops and training.</p> <p>In the fall, teachers will receive in-service training in implementing strategies in the classroom to empower students to maximize their effective effort in knowledge acquisition; e.g., “you can do” messages, thinking skills and effective praise.</p>	<p>-Principal -Teachers</p> <p>-Principal</p>	<p>On-going</p> <p>Fall</p>		<p>SFUSD</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source

<p><b>1.5 Involvement of staff, parents and community</b></p> <p>School-wide student achievement data will be shared with parents at Back to School Night and SSC meetings, and in the School Accountability Report Card (SARC) and monthly trilingual newsletters that are sent home.</p> <p>Family Math and Science Nights, Test Preparation and Homework Assistance Workshops will be held for parents.</p> <p>Increased African-American and Samoan participation in Family Math and Science Nights, Test Preparation and Homework Assistance Workshops will be promoted.</p> <p>Volunteer tutors will be assigned (e.g. AmeriCorp interns) to work one-on-one with low-achieving students in math and reading.</p> <p>After each Houghton-Mifflin theme (approximately every 6-8 weeks) assessment results from SCOE/OARS for writing for grades one through five will be shared with the SSC showing samples of Challenge, Benchmark, Strategic and Intensive writing that document each step of the five-step writing process.</p>	<p>-Principal -SSC</p> <p>-Principal -Teachers</p> <p>-Principal -Teachers</p> <p>-Outreach Consultant -Principal</p> <p>-Teachers -Principal</p>	<p>On-going</p> <p>Fall and Spring</p> <p>Fall and Spring</p> <p>On-going</p> <p>Quarterly</p>	<p>Food (\$400) Childcare (\$50)</p>	<p>Discretionary-General Discretionary-General</p>
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<p>Parents will be provided with materials such as flashcards and 100s charts to help teach their child at home and reinforcing and supporting school math instruction that includes basic math facts fluency (Mad Minute and Great Leaps) and word problems.</p>	<p>-Principal</p>	<p>On-going</p>		
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<p><b>1.6 Non-academic support services (auxiliary services) for students and parents</b></p> <p>All students scoring Far Below Basic on the CST in reading and math will be referred for an SST meeting, with the exception of non-English speaking new immigrants.</p> <p>The Outreach Consultant (ORC) will:</p> <ul style="list-style-type: none"> <li>Schedule and facilitate the Student Success Team (SST) meetings with parents, teachers, and other relevant staff to decide on an Action Plan for students who have been identified as potentially at-risk due to academic, behavior, or attendance problems.</li> </ul> <p>ORC will provide an updated SST Log to the Principal quarterly.</p> <p>At the SST meeting, the child’s teacher will give parents reading, writing, and math goals for the student and the strategies and materials parents can use to support those goals at home.</p> <ul style="list-style-type: none"> <li>ORC will follow closely the District procedures for</li> </ul>	<p>-Teachers</p> <p>-ORC</p> <p>-ORC</p> <p>-Teacher</p> <p>-ORC</p>	<p>September - December</p> <p>On-going</p> <p>Quarterly</p> <p>As needed</p> <p>Monthly</p>		
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<p>parent notification of State school attendance law to be followed by referrals to the District Drop-out Prevention office. ORC will file a monthly report to the Principal on trancies and follow-up actions taken.</p> <p>Facilitate the weekly <b>Interagency Coordinated Care (ICC)</b> meeting to decide on immediate support and interventions for critically at-risk students. The ICC Team will consist of the principal, a licensed therapist from Southeast Family Therapy Center, the ORC, Elementary Advisor, RSP teacher, Learning Support Consultant (LSC), EXCEL Program Coordinator and a representative from the Boys and Girls Club. The ICC and teachers use a feedback form to communicate to each other concerns and actions regarding the critically at-risk student.</p>	<ul style="list-style-type: none"> <li>-Principal</li> <li>-Licensed therapist</li> <li>-ORC</li> <li>-Elementary Advisor</li> <li>-RSP</li> <li>-LSC</li> <li>-EXCEL Program Coordinator</li> <li>-Representative from the Boys and Girls Club</li> </ul>	<p>Weekly</p>	<ul style="list-style-type: none"> <li>-Elementary Advisor (\$40,940)</li> <li>(\$4,257)</li> </ul>	<p>Consent Decree-2901 Title I SF Family Therapy Center CSS/ORC</p>
<p><b>Description of Specific Actions to Improve Educational Practice</b></p>	<p><b>Persons Responsible</b></p>	<p><b>Timeline</b></p>	<p><b>Related Expenditures/ Estimated cost</b></p>	<p><b>Funding Source</b></p>
<p><b>1.7 Monitoring program implementation and results:</b></p> <p>The school will utilize a Master Calendar that integrates all IEPs and the Academic Plan activities to ensure compliance with timelines.</p> <p>After each unit of instruction in language arts or math, students will be assessed on the <i>California Content</i></p>	<ul style="list-style-type: none"> <li>-RSP Teacher</li> <li>-Teacher</li> <li>-Speech Therapist</li>   <li>-Teachers</li> </ul>	<p>On-going</p> <p>Every six to eight weeks</p>	<ul style="list-style-type: none"> <li>-RSP Teacher</li> <li>-Speech Pathologist</li>   <li>-Tech. Services (\$550)</li> </ul>	<p>Special Education</p> <p>SIP - 5803</p>

<p><i>Standards</i> objectives and enter the data in OARS (On-line Assessment Reporting System). Teachers of each grade level will analyze the OARS data for achievement results in math, reading and writing of students representing subgroups (EL, RSP, GATE, EDY, etc.) and adjust instruction as needed.</p> <p>Teachers will monitor EL students' progress toward the Advanced level using the CELDT assessment data, LALAR student profiles, and classroom assessments to determine appropriate instructional modifications to meet the students' needs.</p>	<p>-Teachers</p>	<p>On-going</p>		
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**GOAL #2 Academic Equity:** Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies, visual and performing arts, health and physical education), world languages, and school-to-career and technical programs where appropriate.

Student groups participating in this goal: All K-5 students

Performance gains expected for these students: A) An additional 12% or 13 EL student will score at or above “Early Advanced” level in CELDT and meet the criteria for reclassification review. B) Sixty percent of Fifth Grade English Learners (or 20 students) will score at or above Proficient in Math in the California Standards Test (CST).

Means of evaluating progress toward this goal: SCOE/OARS for Reading and Writing; Curriculum assessments and OARS for Math; Analysis of Writing Portfolio, GATE Portfolios, Language Arts and Math Class Assessments, IEPs, LALARS.

Group data needed to measure academic gains: CELDT, CST, CAT6 (for Third Grade)

**Objective 1:** An additional 12% or 13 EL student will score at or above “Early Advanced” level in CELDT and meet the criteria for reclassification review

**Objective 2:** Sixty percent of Fifth Grade English Learners (or 20 students) will score at or above Proficient in Math in the California Standards Test (CST). Five of 15 EL students scoring at Basic in Math in the CST will improve to Proficient in 2007-2008 and 12 of 36 students scoring at Basic in ELA in the CST will improve to Proficient.

**Objective 3:** The 12 students with IEPs will receive RSP and/or Speech services at VVES. The 34 GATE and high-potential students will receive differentiated instruction and be intellectually challenged.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>2.1 Alignment of instruction with content standards</b></p> <p>Teachers will use the District adopted programs and materials for instruction, teach all core curriculum subjects, meet the state guidelines for instructional minutes, and align lesson objectives with the <i>California Content Standards</i>, and note it in their lesson plans.</p>	<p>-Principal -Teachers</p>	<p>On-going</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>All teachers will implement the ESL core curriculum <i>On Our Way to English</i> regularly for 150 minutes per week.</p> <p>IEPs will be written and aligned to the <i>California Content Standards</i> and reflect students' present levels of performance.</p> <p>The Resource Support Professional (RSP) and Speech Pathologist will provide instructional support to students with IEPs using the District adopted programs and materials for core curriculum subjects and align lesson objectives with the <i>California Content Standards</i> in accordance with the goals and objectives described in the students' IEP.</p>	<p>-Teachers</p> <p>-RSP Teacher -Speech Pathologist</p> <p>-RSP Teacher -Speech Pathologist</p>	<p>On-going</p> <p>On-going</p>	<p>-RSP Teacher -Speech Pathologist</p>	<p>Special Education</p>
<p><b>2.2 Improvement of instructional strategies and materials</b></p> <p>Teachers' lesson plans and instructional practices will demonstrate the use of best practices to support the learning needs of all students, especially EL and underperforming students, and include the learning and language objective(s) for each lesson.</p> <p>Teachers will use Universal Access in Houghton-Mifflin in teaching specific writing skills to students at Basic and below. Teachers will analyze students' writing samples and use task analysis to identify prerequisite skills needed to learn the new writing skill. Teachers school-wide will provide explicit, direct instruction of the writing process steps and traits. Teachers will use consistent vocabulary and instructional practices to teach</p>	<p>-Principal -Teachers</p> <p>-Teachers</p>	<p>On-going</p> <p>On-going</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>grammar and mechanics for all genres. Teachers will teach to all modalities (oral, visual, kinesthetic, etc) and instruct students to use writing rubrics using the SCOE Writing Assessment rubrics and Fourth Grade CWST rubrics. Teachers will ensure that students write everyday and practice and review new learning on a regular basis to build and maintain mastery.</p> <p>All students with IEPs will have district adopted core curriculum materials and appropriate supplemental materials. Special Education and WSF funds will be utilized to purchase supplemental materials to support access to the core curriculum and instruction based upon the <i>California Content Standards</i>.</p> <p>Teachers, paras, volunteers will coordinate the use of instructional strategies and supplementary materials including newly purchased Houghton-Mifflin Challenge reading texts that are responsive to the individual needs and learning styles of all GATE and High Potential students so they can have full access to the core curriculum.</p> <ul style="list-style-type: none"> <li>• Curriculum is compacted if GATE student's assessments show mastery.</li> <li>• Differentiated instruction is provided throughout the day at the appropriate challenge level in Reading and Math.</li> <li>• Project-based independent work will be assigned to challenge all GATE and high-potential students.</li> </ul>	<p>-RSP, Speech, and Classroom teachers</p> <p>-Gate Coordinator</p> <p>-Teachers</p>	<p>On-going</p> <p>On-going</p>	<p>Instructional Materials (\$321) (\$200)</p> <p>Instructional Materials (\$500)</p>	<p>Sp.Ed. - 4310 SIP - 4310</p> <p>GATE – 4310/4313 Dis-Block Grant - 4310 SIP - 4310</p>

<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Related Expenditures/ Estimated cost</b>	<b>Funding Source</b>
<p>Classroom teachers, RSP, Speech Pathologist, paras and volunteers will coordinate the use of instructional strategies and supplementary materials including newly purchased reading and math intervention materials that are responsive to the individual needs and learning styles of students with IEPs and special needs so they can have full access to the core curriculum.</p> <ul style="list-style-type: none"> <li>• Differentiated instruction is provided throughout the day at the appropriate instructional level in core curriculum areas including reading and math.</li> <li>• Curriculum is disaggregated if student’s assessment data shows need for extra support.</li> <li>• Curriculum relevant therapy will be used to support and enhance student learning acquisition of core curriculum.</li> </ul>	<p>-Teachers -RSP, -Speech Pathologist -Paras</p>	<p>On-going</p>		
<p>Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies and/or appropriate primary language instruction to assure that English Learners are accessing the core curriculum.</p>	<p>-Teachers</p>	<p>On-going</p>		
<p>Teachers will use technology to support instruction in the core curriculum, focusing on developing students’ skills in decoding, reading comprehension, writing and math problem solving.</p>	<p>-Ed. Tech. Committee</p>	<p>On-going</p>		
<p>All students will visit the VVES library bi-weekly and as needed and use and borrow library books at their reading and interest level including non-fiction books, to be read independently and with school and home support.</p>	<p>-Teachers</p>	<p>Bi-weekly</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>Students use the library resources for research reports and projects.</p> <p>The VVES Library Committee is composed of two certificated and one classified staff who oversee the management of the library including book purchases, cataloguing and shelving. A classified staff oversees Junior Librarians (students) who help catalogue and shelve books. The on-line school library survey required by the CDE is completed by the certificated members of the Library Committee.</p> <p>A librarian provides library services two days a week including recommendations for library book orders.</p>	<p>-Library Committee</p> <p>-Librarian</p>	<p>On-going</p> <p>On-going</p>	<p>Instructional Materials (\$174) Paraprofessional (0.125 FTE: \$5,486)</p> <p>0.40 FTE</p>	<p>Dis. Block Grant – 4310 Title I</p> <p>Proposition H</p>
<p><b>2.3 Extended learning time/increase educational opportunity</b></p> <p>GATE students will attend a 90-minute after school enrichment program once a week focusing on Science and Technology. Additional materials will be purchased to enhance the students’ knowledge and higher level thinking skills. Each student will keep a GATE portfolio.</p> <p>Based on assessments, all GATE students will receive appropriate access to the core curriculum and extensions beyond, in depth, complex, novel and accelerated assignments that differentiate instruction throughout the</p>	<p>-GATE Coordinator -GATE After School Teacher</p> <p>-GATE Coordinator -Teachers</p>	<p>Weekly</p> <p>On-going</p>	<p>GATE After School Program ( 2 teachers (\$1,500) Supplies (\$500)</p> <p>Supplies (\$300)</p>	<p>SIP– 1108 SIP - 4313</p> <p>SIP – 5803 WSF - 4313</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>day. These strategies will be used school-wide when differentiating instruction for GATE students: compacting, high level questions, independent projects, flexible groups, and tiered instruction.</p> <p>Students with special needs are identified through the SST and IEP process as a result of teacher, parent and I.C.C. referrals. Using individualized instructional program modifications that address the individual's learning needs and utilize the core curriculum and adhere to the <i>California Content Standards</i>, the student with an IEP receives push-in and/or pull-out instructional support directly from the Speech Pathologist and/or the RSP and RSP para working under the RSP's supervision. The student receives additional support from AmeriCorps tutors in the after-school program.</p> <p>The RSP teacher and Speech Pathologist will assist the classroom teacher with classroom intervention strategies, modifications, and instructional materials to support the learning of students with IEPs and special needs.</p> <p>Students with IEPs will receive extra support from the appropriate support staff according to the goals in their IEPs.</p> <p>The RSP paraprofessional, supervised by the RSP</p>	<p>-RSP Teacher -RSP Para -Speech Pathologist -AmeriCorps</p> <p>-RSP -Speech Pathologist</p> <p>-RSP -Speech Pathologist -Paraprofessionals</p> <p>-RSP</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Chinese and Spanish</p>	<p>Title I</p>

<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Related Expenditures/ Estimated cost</b>	<b>Funding Source</b>
<p>teacher, will assist RSP students with understanding and completing class assignments.</p> <p>EL students will receive language support from the classroom teacher or paraprofessional who speaks the student’s native language, if one is available.</p> <ul style="list-style-type: none"> <li>• In the Chinese Bilingual classes, core curriculum subjects will be taught in English and Chinese (as per the transition model) and supplementary Chinese language materials provided by SFUSD will be used to develop students’ literacy in their native language.</li> <li>• In ELD classes, the core curriculum subjects will be taught in English with additional language support using Universal Access and SDAIE methodologies.</li> </ul> <p>Students will participate in visual and performing art classes provided by the Elementary Arts Program.</p> <p>Students will participate in School Projects (e.g., Junior Librarians, Safety Patrol, and other classroom-initiated projects).</p>	<p>Paraprofessional</p> <p>-Principal -Bilingual and ELD teachers and paraprofessionals</p> <p>-Arts Committee -Principal</p> <p>-Elementary Advisor</p>	<p>On-going</p> <p>October-June</p> <p>On-going</p>	<p>Bilingual Paras (\$27,585)</p> <p>(\$33,102)</p> <p>San Francisco Arts Contract (\$9,620)</p>	<p>LEP</p> <p>Elementary Arts Collaborative</p>
<p><b>2.4 Staff development and professional collaboration</b></p> <p>Teachers of all students (SpEd, GATE, ELs, EDY) including the RSP teacher and Speech Pathologist are provided professional development on the core curriculum (ELA, Math and ELD) and differentiated</p>	<p>-Principal -Literacy Specialist</p>	<p>On-going</p>	<p>Substitutes (\$1000.00)</p>	<p>Title 1 SFUSD P.D. workshops District (CAO)</p>

<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Related Expenditures/ Estimated cost</b>	<b>Funding Source</b>
<p>instruction during on-site and District workshops.</p> <p>The principal, teachers, and parents will help identify new candidates for the GATE program.</p> <p>Teachers of GATE students collaborate on providing differentiated instruction and challenging curriculum including open-ended questions involving higher level thinking skills and independent research projects.</p> <p>All teachers will be trained on ELD strategies including Universal Access and SDAIE during on-site and District workshops and using at least one of the four monthly grade-level meetings for peer-teachers to prepare, present and model specific strategies that support grade-level achievement; in addition, at weekly grade-level meetings, teachers will follow-up with collaborative discussions, lesson planning and preparation, pre- and post-peer observation discussions, debriefings, self-reflection and peer critiques in order to optimize instructional effectiveness.</p>	<p>--GATE Coordinator</p> <p>-Teachers</p> <p>-Teachers</p> <p>-Teachers</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>		<p>SFUSD P.D workshops.</p>
<p><b>2.5 Involvement of staff, parents and community</b></p> <p>In the fall semester, at Back to School Night each teacher will explain the <i>California Content Standards</i> to parents and provide parents with a copy of the grade-level standards in reading, writing and math.</p> <p>Teachers will share the student's progress on the</p>	<p>-Principal</p> <p>-Teachers</p> <p>-Teachers</p>	<p>September</p> <p>October and</p>	<p>Supplies (\$200)</p>	<p>WSF- 4313</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><i>California Content Standards</i> during twice yearly Parent Conferences using data from OARS for reading and math.</p> <p>Meetings will be held in the fall with parents of GATE students to explain the GATE program at the site and distribute information about the GATE identification process and to discuss other issues of concern to GATE parents.</p> <ul style="list-style-type: none"> <li>• A parent representative will be selected to attend GATE Advisory Council (GAC) meetings quarterly. GATE Representative will be an active participant in the planning, facilitation and monitoring of the GATE program at the site.</li> <li>• The GATE Coordinator will attend SSC and PTA meetings to describe GATE program to all parents so they may be informed about the school’s GATE program and identification process.</li> </ul> <p>Teachers of GATE students will receive professional development on teaching differentiated instruction and curriculum, including Universal Access, and understanding the social-emotional needs of GATE students and other appropriate workshops to accelerate learning during on-site and District workshops.</p> <p>The Elementary Advisor will provide support for students experiencing conflicts at school.</p>	<p>-GATE Coordinator</p> <p>-GATE Parent Representative</p> <p>GATE Coordinator</p> <p>Teachers</p> <p>-Elementary Advisor</p>	<p>March</p> <p>October</p> <p>Quarterly</p> <p>-October</p> <p>On-going</p> <p>As needed</p>		<p>SFUSD P.D. workshops</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>Through our partnership with Southeast Family Therapy Center, students with severe emotional problems will be offered free therapy/counseling at the neighborhood clinic.</p>	<p>-Principal -Elementary Advisor</p>	<p>As needed</p>		<p>Southeast Family Therapy Center</p>
<p>A library technician will keep the library organized and supervise the Junior Librarians (students) in cataloguing and shelving books and media.</p>	<p>-Library Technician</p>	<p>On-going</p>		<p>Proposition H District</p>
<p>A Family Science Night, facilitated by the Exploratorium staff, will be held in the spring. Translations into Chinese and Spanish will be available.</p>	<p>-Science Night Committee</p>	<p>May</p>	<p>Supplies (\$100)</p>	<p>Disc. Block Grant - 4313</p>
<p>A Family Math Night, organized by a trained teacher and parent, will be held in the spring. Chinese and Spanish bilingual staff will help with translations.</p>	<p>-Math Night Committee</p>	<p>March</p>	<p>Supplies (\$200)</p>	<p>Disc. Block Grant - 4313</p>
<p><b>2.6 Monitoring program implementation and results</b></p> <p>GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects. They will work closely with the SSC and the principal to insure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day.</p> <p>Every other month the principal will monitor teachers' lesson plans for differentiated core curriculum instruction, alignment with the content standards,</p>	<p>-GATE Coordinator</p> <p>-Principal -Teachers</p>	<p>On-going</p> <p>Bi-monthly</p>	<p>GATE Supplemental Materials (\$200)</p>	<p>Disc. Block Grant - 4310</p>

<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Related Expenditures/ Estimated cost</b>	<b>Funding Source</b>
<p>instructional minutes, and use of adopted and supplemental materials.</p> <p>In the fall and spring, the SSC and principal will monitor programs using Consolidated Program funds to ensure that they do not isolate or segregate students on the basis of ethnicity, religion, gender or socioeconomic status.</p>	<p>-Principal -SSC</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 K-5 students

Performance gains expected for these students: A) The passing rate for 4<sup>th</sup> grade CWST will be 95% or better. B) In Math, teachers will focus on Geometry and Measurement as well as Number Sense (basic facts) in order to bring up the scores in these CST clusters to be the same or better than the clusters in the other subtests. C) Ninety percent of fifth grade boys and girls will score at or above Basic in Science and 55% will score at or above Proficient including the Social Economic disadvantaged students who will catch up with the rest of the students with at least 40% of all fifth-grade students attaining Proficiency in Science.

Means of evaluating progress toward this goal: OARS in reading, writing, math and science assessment.

Group data needed to measure academic gains: Brigance, STAR, SCOE/OARS, CST and CAT6 (for Third Grade) assessment data

**Objective 1:** The passing rate for 4<sup>th</sup> grade CWST will be 95% or better.

**Objective 2:** In Math, teachers will focus on Geometry and Measurement as well as Number Sense (basic facts, especially multiplication and division) in order to bring up the scores in this CST cluster to be the same or better than the clusters in the other subtests.

**Objective 3:** Ninety percent of fifth grade boys and girls will score at or above Basic in Science and 55% will score at or above Proficient including the socio-economically disadvantaged students who will catch up with the rest of the students with at least 40% of all fifth-graders attaining Proficiency in Science.

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Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>3.1 Alignment of instruction with content standards</b></p> <p>In August and September teachers will use the Continuous Improvement Process to develop a School-wide Action Plan that identifies and prioritizes</p>	<p>-Principal -Teachers</p>	<p>August – September</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>3.1 Alignment of instruction with content standards</b></p> <p>the <i>California Content Standards</i> targeted for improved student mastery, school wide actions for improving mastery, and a timeline for implementation.</p> <p>Teachers will reference the <i>California Content Standards</i> in their reading, writing, and math lesson plan objectives and BBC in math.</p>	-Teachers	On-going		
<p><b>3.2 Improvement of instructional strategies and materials</b></p> <p><u>The school-wide reform model focusing on Language Arts, Math and ELD will include:</u></p> <ul style="list-style-type: none"> <li>• General and special educators, such as the ELD, Bilingual, RSP, and Speech Pathologist, fully utilizing differentiation strategies.</li> <li>• Teachers using the Direct Instruction instructional delivery model.</li> <li>• Teachers using Universal Access time and Comprehension Skills and Strategies.</li> <li>• Teachers using Best Practices instructional strategies, focusing on: Teaching to all learning modalities, teaching to the objective, teacher modeling, Think-Alouds, guided practice with teacher monitoring students and adjusting the lesson as needed; using higher level questions, realia, graphic organizers and other visuals, the SQRRRL model for comprehending nonfiction materials</li> </ul>	-Principal -Classroom, RSP, and Speech Pathologist -Literacy Specialist	On-going	-Supplies (\$500)	SIP– 4313

<p>(Survey, Question, Read and Restate, Review, and Learn), and active participation (e.g. cooperative learning, Think Time, Random Calling, Think-Pair-Share, TPR [Total Physical Response], choral or signal responses, chants or songs, manipulatives).</p> <ul style="list-style-type: none"> <li>• Teachers posting the BBC for math daily to help students focus on the math learning objective. The format will include Aim To, Do Now, and Homework.</li> <li>• In math, teachers using peer tutoring and cooperative learning, students talking through the math procedures and using academic content language</li> <li>• In math, using Harcourt-Brace on-line for practice and reteaching.</li> </ul> <p>Teachers will administer a baseline reading assessment at the beginning of the school year as a means to further inform instructional delivery, differentiate instruction, support effective Universal Access and measure growth.</p> <p>The Writing Process will be used for writing instruction school wide.</p> <ul style="list-style-type: none"> <li>• K-2 teachers will regularly model and guide students in using the Writing Process and SCOE rubrics to prepare them to write at the level of Basic or Proficient on CWST by 4<sup>th</sup> grade.</li> <li>• 3<sup>rd</sup>-5<sup>th</sup> grade students will write one essay a month using the Writing Process, using the CWST and related rubrics.</li> <li>• Students will also write for a variety of reasons: journals, content learning logs, creative writing, summaries, personal responses, persuasive writing,</li> </ul>	<p>-Teachers -Tech. Spec.</p> <p>-Teachers</p> <p>- Teachers</p>	<p>On-going</p> <p>August – September</p> <p>On-going</p>	<p>Tech. Specialist (\$250)</p>	<p>Title I - 1108</p>
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<p>etc.</p> <ul style="list-style-type: none"> <li>• Students will use technology to write and publish. Student work will be displayed and will demonstrate the use of all stages of the Writing Process.</li> <li>• The Five-Step Writing Process will be used school-wide for writing instruction using the SCOE and CWST rubrics and grade-level meetings to score, compare writing samples and develop strategies for grade-level appropriate writing instruction.</li> <li>• Each grade level will decide on a monthly writing prompt (persuasive, expository, narrative, research report). Using a grade level rubric, teachers will share scoring and develop and share lesson plans as a better way to teach the writing process.</li> <li>• A five-step writing process will be evidenced in student portfolios and classroom academic displays.</li> </ul> <p>Teachers will teach memorization strategies to help students learn and retain the basic facts.</p> <p>Students will be provided with daily math facts fluency practice school-wide.</p> <p>Fourth and 5<sup>th</sup> grade teachers will use OARS for Math and Science assessment data analysis to inform instruction.</p>	<p>-Teachers</p> <p>-Teachers</p> <p>-</p> <p>-Teachers</p> <p>-Teachers</p> <p>-Fourth and Fifth Grade Teachers</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>		
<p><b>3.3 Staff development and professional collaboration</b></p> <p>At least 5% of Title I funds will be used to provide high quality, research-based and ongoing professional development for teachers, paraprofessionals and other</p>	<p>-Principal -GATE Coor. -UBC</p>	<p>On-going</p>	<p>Substitutes (\$2000)</p>	<p>Title 1</p>

<p>staff to enable all children in the school to meet the state standards during on-site, District and other appropriate professional development workshops: Teachers will meet four times a month for grade-level meetings for professional collaboration.</p>	<p>-Teachers -Literacy Specialist</p>			
<p>At grade level meetings, teachers will share Best Practices regarding supporting and accelerating the learning of all students, especially in writing strategies, vocabulary development, expository comprehension, measurement, geometry and number sense and Algebra and Functions skill development and ELD.</p>	<p>-Teachers</p>	<p>September and on-going</p>		
<p>In September and during the school year when needed, Paraprofessional, after school, and volunteer tutors will be trained in Best Practices tutoring.</p>	<p>-Principal -Literacy Specialist -Teaching and Learning Staff</p>	<p>September and on-going</p>		
<p>Teachers will receive training on the Houghton Mifflin language arts program to achieve a high level of program implementation school wide. Ongoing staff development will be scheduled for a week in August and during staff and grade level meetings. District or on-site staff will conduct workshops and facilitate grade level meetings, as needed.</p>	<p>-Teachers</p>	<p>August and Monthly</p>		
<p>To support school-wide reform by standardizing instruction, teachers will attend professional development on Universal Access, Differentiated Instruction and Best Practices for EL, GATE, and EDY students, and refresher workshops on SDAIE methodologies.</p>	<p>-Teachers</p>	<p>On-going</p>		

<p>Teachers will participate in Professional Development to enhance science instructional skills as well as become more familiar with the Science standards.</p>	<p>-Teachers</p>	<p>On-going</p>		
<p>Weekly grade-level meetings will be used by teachers to follow-up on Professional Development to:</p> <ul style="list-style-type: none"> <li>• Discuss and develop plans for grade-level implementation of what they learned from Professional Development,</li> <li>• Conduct post-implementation assessment for instructional and curricular effectiveness, peer critiques, debriefings and self-reflection.</li> <li>• Analyze OARS data for Reading and Math and cooperate in developing reteaching strategies.</li> </ul>	<p>-Teachers</p>	<p>Weekly</p>		
<p>All new teachers will receive support from the principal or a staff teaching buddy.</p>	<p>-Principal -Teachers</p>	<p>As needed</p>		

<b>3.4 Involvement of staff, parents and community</b>				
Each teacher will send home a letter within the first two weeks of school, stating grade level academic expectations, classroom and school-wide behavior standards, and the homework and grading policies.	-Teachers	August – September		
At Back-To-School night, all parents are invited to school to meet the teachers and receive the teacher’s expectations, parent’s expectations and California Content Standards.	-Principal -Teachers	September		
At the first Parent Conference, the teacher will explain the student’s Houghton-Mifflin Benchmark Assessments as well as Brigance (K-1); and CST and CAT-6 (3 <sup>rd</sup> – 5 <sup>th</sup> ) assessment results.	-Teachers	November		
During the 1 <sup>st</sup> and 3 <sup>rd</sup> Parent Conferences, student portfolios, other samples of student work, and class assessments will be reviewed for progress toward mastery of the <i>California Content Standards</i> . Translated Progress Report Cards and translators will be available for parent conferences.	-Teachers	November and March	Bi-lingual Para. (\$1,250)	Title I
Parents will receive OARS (On-line Access Reporting System) reports on the SCOE (State of California Office of Education) assessments after each theme in Houghton-Mifflin and each chapter of Harcourt Brace mathematics.	-Teachers	Every 6-8 weeks		
Each Monday through Thursday night, parents will listen to their child read aloud and sign the <i>Read and Respond</i> homework to verify their child read for 20	-Teachers	On-going		

minutes. All teachers will monitor this process for compliance.				
Every Monday through Thursday, kindergarten through second grade teachers will provide a minimum of 40 minutes of homework by grade-level and third through fifth grade teachers will assign a minimum of 60 minutes of homework in addition to the Read and Respond homework. Homework on weekends will be highly encouraged.	-Teachers	On-going	Supplies (\$500) Instructional Materials (\$1,200)	SIP – 4310/4313 Disc. Block Grant – 4310/4313
Math problem solving homework will be assigned daily.	-Teachers	On-going		
To help parents better understand the California Standards Test, parents will be given test preparation booklets (Test Ready) to use to help their children at home.	-Principal -Teachers	October		
Teachers will communicate with parents periodically about the student’s class work, homework, and progress toward mastery of the content standards, with translations in the parent’s home language, if needed.	-Teachers	On-going		
Throughout the year, teachers will send parents grade level information on helping their children with reading, writing, and math at home.	-Teachers	On-going		
The Outreach Consultant will provide on-site evening workshops for parents to learn strategies to assist their children’s learning at home.	ORC	Fall and Spring	Supplies (\$400)	CSS
The San Francisco Public Library local branch staff will inform the VVES staff of community library services at	-Principal	October and June		



<p><b>3.5 Monitoring program implementation and results</b></p> <p>The on-going assessment results will be analyzed using the <b>Continuous Improvement Process</b> to evaluate the effectiveness of instruction and to develop and implement appropriate instructional strategies.</p>	<p>-Teachers</p>	<p>Every 6-8 weeks</p>		
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**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.

**Objective 1:** Students receiving positive recognition awards and incentives will increase from 321 students to 350 students as measured by the number of students on the Honor Roll.

**Objective 2:** Disciplinary Referrals will be reduced by 20% as measured by the number of students referred for disciplinary interventions outside of the classroom and the number of times each student is referred.

**Objective 3:** The attendance rate for African-American students will increase from 74% to 80%; the attendance rate for Latino students will remain at about 98%.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p><b>4.1 Procedure/activity to improve climate/safety</b></p> <p>The school will utilize a school-wide positive behavior plan based on the BEST model. School site staff and parents will assist with the refinement and expansion of the plan. All school site staff will assist with the implementation of the school-wide positive behavior plan and the on-going evaluation of its effectiveness with a focus on improving areas of weakness. Certain rules will be retaught regularly. STAR tickets will be frequently used to reward positive behaviors.</p> <p>In August and September, emergency procedures, the School-Wide Behavior plan, and school and playground rules will be taught to students, posted throughout the</p>	<p>-BEST Committee -All staff</p> <p>-Principal -Teachers</p>	<p>On-going</p> <p>August and September</p>		

<p>school, and sent home to parents (translated).</p> <p>In August, the Visitor Policy and policies for dropping of students at the start of the day and picking up students at dismissal will be translated into Chinese and Spanish and sent home to parents.</p> <p>Existing emergency response procedures will be refined after each annual emergency drill in March.</p> <p>Materials for the Emergency Supplies trunks and First Aid supplies for the classrooms and nurse’s office will be replenished.</p> <p>An assembly on general safety will be conducted by the San Francisco Police Department focusing on traffic safety, personal safety and hazard safety (e.g., guns and drug paraphernalia).</p> <p>An assembly on fire safety will be conducted by the San Francisco Fire Department.</p> <p>All students will receive 20 lessons of health education using the district’s health curriculum and focused on Conflict Resolution skills, resisting peer pressure, dealing with violence, and refusal skills for drugs and alcohol.</p> <p>The Health Advocate will collaborate with site staff to implement monthly school wide health awareness events.</p>	<p>-Principal -Teachers</p> <p>-Crisis Response Committees</p> <p>-Health Advocate</p> <p>-Principal -Health Advocate</p> <p>-Principal -Health Advocate -Teachers</p> <p>-Health Advocate</p>	<p>August</p> <p>March</p> <p>August/Sept.</p> <p>September</p> <p>TBD</p> <p>September – May</p> <p>Monthly</p>	<p>Bi-lingual pay (\$250)</p> <p>Supplies (\$300)</p>	<p>LEP</p> <p>SIP – 4313 Disc. Block Grant – 4313</p>
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<p>The Health Advocate will routinely share information at faculty meetings relating to school health, safety and climate.</p>	<p>-Health Advocate</p>	<p>Bi-weekly</p>		
<p>4<sup>th</sup> and 5<sup>th</sup> grade students will be trained as Conflict Managers to facilitate using Conflict Resolution to solve lunch recess playground disputes.</p>	<p>-Elementary Advisor -LSC</p>	<p>September</p>		
<p>Integration activities between Chinese bilingual classes and ELL/General Education classes will be scheduled for an average of one activity a week; e.g., P.E., art, field trips.</p>	<p>-Teachers</p>	<p>On-going</p>		
<p>School Pride activities and special presentations or activities that promote team building and a positive school climate will be scheduled throughout the year. (e.g. School Spirit Days, Multi-Cultural Assemblies, Talent Show, school T-shirt day, student or class incentives for wearing the school uniforms or following school rules, Good Citizenship Students vs. Staff competitions)</p>	<p>-Principal -Teachers -PTA</p>	<p>On-going</p>	<p>Food (\$200) Supplies (\$300)</p>	<p>SIP– 5890 Disc. Block Grant – 4313</p>
<p>School-wide recognition awards or incentives will be given for Academic Honor Roll, Citizenship Honor Roll, Attendance, Yard Behavior, and improved citizenship, attendance or academics.</p>	<p>-Principal -PTA</p>	<p>On-going</p>	<p>Supplies (\$100)</p>	<p>Disc. Block Grant – 4313</p>
<p>Quarterly public announcements will recognize and reward students with perfect or improved attendance as well as excellent or improved citizenship.</p>	<p>-Principal -Teachers</p>	<p>Quarterly</p>		

<p>Three Multicultural Assemblies each year will contribute to our students' and parents' cross-cultural understanding and appreciation.</p> <p>Teachers and staff will be recognized for their efforts in a Teacher and Staff Appreciation Day luncheon.</p> <p>Students will receive instruction in basic hygiene including bathroom etiquette, hand-washing, etc.</p> <p>Teachers trained in strategies to promote effective effort in the classroom will empower students to become more active, independent and self-confident learners.</p>	<p>-Teachers</p> <p>-Principal -PTA</p> <p>-Teachers</p> <p>-Teachers</p>	<p>TBD</p> <p>May</p>	<p>Professional Performers (!,500)</p> <p>Supplies (\$100)</p>	<p>Arts Collaborative mini-grant</p> <p>Disc. Block Grant – 4313</p>
<p><b>4.2 Staff development and professional collaboration</b></p> <p>All staff will receive training on the strategies used to implement the School-Wide Responsibility Plan and continue to implement the BEST Plan.</p> <p>In the fall, the staff will identify additional incentives and recognition for positive behaviors and academic achievement.</p> <p>Staff will receive professional development on diversity and student behaviors, classroom management and student behavior management.</p> <p>Staff will engage in peer observations and consultation.</p>	<p>-BEST Committee</p> <p>-Teachers</p> <p>-Teachers</p> <p>-Teachers -Principal -Literacy Specialist</p>	<p>On-going</p> <p>September – October</p> <p>On-going</p> <p>On-going</p>	<p>Tech. Specialist (1,000)</p> <p>Supplies (\$100)</p>	<p>Title 1</p> <p>Disc. Block Grant - 4313</p> <p>SFUSD P.D. workshops</p>



<p>Against Violence.</p> <p>Grief counseling services will be available to our students at the Visitacion Valley Beacon Center.</p> <p>I.C.C. focus on high-risk students: Develop and case-manage interventions in and out of school including counseling, behavior contracts, educational and psychological assessments, etc.</p> <p>Community Resiliency Project will provide four part-time school psychologist interns to offer therapy to our high-risk students individually or in small groups. They are directly supervised by the Executive Director of the Southeast Family Therapy Center.</p> <p>To help improve the student attendance rate, the CSS ORC will closely follow the District procedures dealing with truancy (e.g., letters or warning, etc.); in addition the ORC will:</p> <ul style="list-style-type: none"> <li>• Identify students who are chronically absent and tardy (with or without excuses) by mid-October.</li> <li>• Call parents on the first and no later than the second day of absence or tardiness.</li> <li>• If student is suspected of being truant (e.g., seen playing, neighbor reports, etc), on the third day the ORC and the Elementary Advisor will make a home visit to discuss the importance of the student's attendance in school, bring classwork and get additional information regarding the causes of the student's absence.</li> <li>• On the fourth day if the student continues to be absent for no valid reason, the Police Resource</li> </ul>	<p>-Principal</p> <p>-Principal -I.C.C. Team</p> <p>-Interns -LSC</p> <p>-ORC -Elementary Advisor -I.C.C. -Principal</p>	<p>As needed</p> <p>Weekly</p> <p>On-going</p> <p>October and on-going</p>	<p>Pro-bono</p>	<p>D.C.Y.F.</p> <p>Southeast Family Therapy Center</p> <p>Health Realization Institute and Southeast Family Therapy Center</p>
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<p>Officer will go to the home.</p> <ul style="list-style-type: none"> <li>• The ORC will refer all chronic truants to the SFUSD Drop-Out Prevention Office.</li> <li>• The ORC will provide weekly reports to the I.C.C. of the attendance records for targeted students.</li> <li>• The ORC will develop an individualized action plan for targeted students to address chronic absences and tardies.</li> <li>• Students with perfect and most improved attendance will be given public school-wide recognition monthly.</li> </ul>	<p>-ORC</p> <p>-ORC</p> <p>-Principal</p>	<p>On-going</p> <p>Monthly</p>	<p>Supplies (\$200)</p>	<p>Title I SWP</p>
<p><b>4.4 Auxiliary services for students and parents</b></p> <p>All students scoring Far Below Basic in language arts and math on the CST will be referred for a SST meeting.</p> <p>The Outreach Consultant (ORC) will schedule and facilitate Student Success Team (SST) Meetings with parents, teachers, and other relevant staff to decide on an Action Plan for students who have been identified as potentially at-risk due to academic, behavior, or attendance problems.</p> <p>The ORC will organize a Support Group, provide staff mentors for at-risk students, and monitor absences and tardiness.</p> <p>The ORC will facilitate the weekly Interagency Coordinated Care (ICC) Team meeting to decide on immediate support and interventions for critically at-risk</p>	<p>-Teachers</p> <p>-Outreach Consultant</p> <p>-Outreach Consultant</p> <p>-ICC Team</p> <p>-Outreach Consultant</p> <p>-Student Advisor</p>	<p>August – September</p> <p>On-going</p> <p>On-going</p> <p>Weekly</p>	<p>ORC</p> <p>ORC</p> <p>ORC</p> <p>Social Work Consultant</p>	<p>CSS Grant</p> <p>CSS Grant</p> <p>CSS Grant</p> <p>Southeast Family Therapy Center</p>

<p>students. The ICC Team consists of the principal, a licensed clinical social worker from Southeast Family Therapy Center, the ORC, the Elementary Advisors, the RSP and the After-School Program Director. The ICC Team will report to the teacher on the Action Plan for the student. Teachers will provide weekly feedback in writing on the student's progress.</p>	<p>-Principal</p>			
<p>The Student Advisor will work with the staff to develop an intervention program for students who continually experience conflicts at school.</p>	<p>-Elementary Advisor</p>	<p>On-going</p>		

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

**Objective #1** Increase the number of community volunteers by 60 more hours per week to 300 hours weekly.

**Objective 2:** Continue to increase the number of families participating in meetings and workshops (besides just attending assemblies and pot-lucks) by 20% to 92 families from 76 families attending Family Math Night in 2006-2007.

<b>Description of Specific Actions to Improve Educational Practice</b>	<b>Persons Responsible</b>	<b>Timeline</b>	<b>Related Expenditures/ Estimated cost</b>	<b>Funding Source</b>
<p><b>5.1 Active parent involvement in decision making process</b></p> <p>An active SSC/ELAC/SAC will be in place to ensure parent and community involvement in evaluating school programs, reviewing student achievement data, analyzing current conditions, reviewing student progress and program effectiveness, and making decisions related to budgets and student programs and services. The SSC will also help develop and revise the Academic Plan and</p>	<p>-Principal -SSC Chairperson</p>	<p>Monthly</p>		

<p>Budget for Student Achievement and the Comprehensive Needs Assessment Survey.</p>				
<p>Staff will be assigned to help prepare and monitor the responsibilities, timelines and funding sources of the Academic Plan and Budget to ensure legal compliance.</p>	<p>-Teachers</p>	<p>On-going</p>	<p>Academic Plan Compliance (\$1,000) Budget Compliance (\$1,000)</p>	<p>Title I SWP - 5803</p>
<p>Newly elected SSC/SAC/ELAC members will receive training on their roles and responsibilities.</p>	<p>-Principal</p>	<p>October</p>		
<p>All parents will be invited to PTA and SSC meetings. Translated notices will be sent home at least a week in advance, banners and signs announcing events will be posted prominently in and around the school (on all entrance doors, windows, etc.). Food and childcare will be provided at all meetings.</p>	<p>-Principal</p>	<p>-Monthly</p>	<p>Food (\$500) for SSC Childcare (\$100)</p>	<p>SIP – 4313 SIP - 5890</p>
<p>A parent representative will be selected to attend quarterly GATE Advisory Council (GAC) meetings and be an active participant in the planning, implementing and monitoring of the GATE program.</p>	<p>-GAC Parent Representative</p>	<p>On-going</p>		
<p>All parents will be given a translated Comprehensive Needs Assessment Survey developed by the SSC to prioritize existing programs and identify areas of need.</p>	<p>-Principal -SSC Chairperson</p>	<p>March</p>	<p>Supplies (\$100)</p>	<p>Disc. Block Grant – 4313</p>
<p>A Parent Leadership Team will be developed to help with activities at school including preparation of the newsletter, written and oral translation, and presentation at parent workshops.</p>	<p>-PTA President</p>	<p>Weekly</p>		

<p>A Parent-Volunteer Appreciation Day will be held.</p> <p>Identify and assign a Room Parent for each classroom to promote communication among parents and school involvement.</p> <p>Room parents will develop a telephone and e-mail list for parents to use to keep informed and active in school activities.</p>	<p>-Principal -Outreach Consultant -Secretary -Principal -ORC -Teachers</p> <p>-Principal -ORC -Teachers</p>	<p>May</p> <p>August-September</p> <p>On-going</p>	<p>Supplies (\$200) Food</p>	<p>Disc. Block Grant – 4313 Donations</p>
<p><b>5.2 Ongoing communication with parents</b></p>				
<p>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. Parents will be informed about the GATE program and how students are identified in a letter sent home in the fall and through the monthly newsletter.</p>	<p>-GATE Coordinator</p>	<p>October and monthly</p>	<p>-Telephone (\$400) -Postage (\$400)</p>	<p>Title I-5911 Title I-5912</p>
<p>Parent/teacher conferences will be held semi-annually. At the first Parent Conference the Home-School Compact will be explained and signed by the parent, student, and teacher.</p>	<p>-Teachers</p>	<p>November and March</p>		
<p>Written notices will be translated into our major languages. Translators will be available at all meetings.</p>	<p>-Principal</p>	<p>On-going</p>	<p>Bi-lingual Pay (\$1,250)</p>	<p>SIP</p>
<p>The school will use effective communication tools that include a monthly calendar and newsletter, home visits by</p>	<p>-Principal -Teachers</p>	<p>On-going</p>		

<p>staff, telephone outreach, community meetings, and parent conferences and workshops.</p>	<p>-ORC -Elementary Advisor -RSP -Literacy Specialist</p>			
<p>Teachers will provide written communication with parents on a weekly basis using one of three options: the homework planner, a weekly report or a weekly homework packet, in addition to telephone communication as needed and documented by using a log.</p>	<p>-Teachers</p>	<p>Weekly</p>		
<p>The Outreach Consultant (ORC) will coordinate the Second Cup of Coffee each Wednesday morning. It is an informal gathering where parents can share ideas and network with each other.</p>	<p>-ORC</p>	<p>Weekly</p>		<p>CSS</p>
<p>The ORC will encourage parents to volunteer by giving out information about volunteering and signing up parents during Back to School Night, Parent Conferences, Second Cup of Coffee, assemblies, and other school events. Teachers, the SSC and PTA members will also encourage parents to volunteer.</p>	<p>-ORC</p>	<p>On-going</p>		
<p>Volunteers will be recognized on a bulletin board and at a Volunteer Recognition Celebration in May. The celebration may be a luncheon and may include student performances and recognition certificates or plaques.</p>	<p>-Outreach Consultant -PTA</p>	<p>On-going May</p>		
<p>Special social events (e.g. potluck) will be held to help</p>				

<p>parents get acquainted with the staff and other parents.</p> <p>A parent survey for volunteer activities will be distributed to families.</p> <p>A weekly food distribution to the school community will provide a vehicle to recruit more parent volunteers and promote better parent attendance of workshops and school events and meetings.</p>	<p>-Staff</p> <p>-ORC</p> <p>-ORC</p>	<p>On-going</p> <p>September – October</p> <p>Weekly</p>	<p>Free</p>	<p>San Francisco Food Bank</p>
<p><b>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</b></p> <p>1% of Title I funds will be used to increase parental involvement in accordance with section 1118, such as family literacy services, food and childcare for SSC and other meetings and events.</p> <p>Parents of student with disabilities will be informed of their child’s progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP.</p>	<p>-SSC</p> <p>-Principal</p> <p>-Classroom and RSP Teachers</p> <p>-Principal</p>	<p>On-going</p> <p>Quarterly</p> <p>October and</p>	<p>Food (\$500)</p> <p>Childcare (\$50)</p> <p>Phone (\$200)</p> <p>Postage (\$200)</p>	<p>SIP - 4313</p> <p>SIP - 5890</p> <p>Title I SWP</p> <p>Title I 5911/5912</p>

<p>Meetings will be convened in the fall and the spring for parents of GATE students.</p>		April		
<p>The VVES GATE Coordinator will attend SSC and PTA meetings to describe the GATE program and the identification process.</p>	-GATE Coordinator	On-going		
<p>The VVES GATE Coordinator and GAC Parent will work with the SSC and Principal to monitor the implementation of the GATE program.</p>	-GATE Coordinator -GAC Parent -SSC -Principal	On-going		
<p>The GATE Coordinator and GATE teacher will write articles regularly for the school bulletin or newspaper to inform the school community of the GATE program, news, articles about gifted education, and issues of interest to GATE parents.</p>	-GATE Coordinator -After School Program Teacher	On-going		
<p>All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities.</p>	-Principal	On-going		
<p>The ELAC will be invited to attend and participate in all SSC meetings.</p>	-Principal	On-going		
<p>At Back to School Night and in a letter sent home at the beginning of the year, Title I parents will be informed of our school's participation in the program and its requirements. They will also be informed of their right to be involved in planning, reviewing, and improving the Title I program by attending monthly SSC/SAC/ELAC meetings and by completing the annual Comprehensive</p>	-Principal	September and monthly	Phone (\$400) Postage (\$400)	Title I – 5911 Title I - 5912

<p>Needs Assessment Survey.</p> <p>An explanation of the curriculum, school-wide programs, California Content Standards in Reading, Writing and Math and assessments used to measure student progress; and proficiency levels students are expected to meet will be shared with parents at Back to School Night, Parent Conferences, and at SST, IEP, GATE, PTA, SSC/SAC/ELAC, and other parent meetings.</p>	<p>-Principal -Teachers</p>	<p>September and on-going</p>		
<p><b>5.4 Providing education opportunities for parents</b></p> <p>The Outreach Consultant (ORC) will plan at least two parent information workshops to provide support to parents (e.g. Building Your Child’s Self Esteem, Reading With Your Child, Helping Your Child With Homework).</p> <p>Workshops will be held to show parents how to tutor their children in reading comprehension and mathematics: Books and Breakfast, Family Math Night.</p>	<p>-Outreach Consultant</p> <p>-Principal -Teachers -Literacy Specialist</p>	<p>November and February</p> <p>November and January</p>	<p>-Food (\$100) -Childcare (\$50)</p> <p>Food (\$200) Childcare (\$50)</p>	<p>CSS Grant</p> <p>Disc. Block Grant – 4313 SIP - 5890</p>
<p><b>5.5 Involvement of community partners</b></p> <p>VVES will continue to work closely with the Visitacion Valley Family Preschool and John McClaren Children’s Center.</p> <p>The Visitacion Valley Grapevine newspaper will regularly publish articles and photos promoting VVES students’ achievements or performances.</p>	<p>-Principal</p> <p>-Principal</p>	<p>On-going</p> <p>On-going</p>		<p>Visitacion. Valley Community Center</p>

<p>The Marsh Co. staff will continue to spend one full day implementing the Junior Achievement program all in K-5 classrooms.</p> <p>Southeast Family Therapy Center will continue to provide an on-site mental health consultant once a week and services to referred students. VVES students will be offered mental health services on-site, with supervised interns or off-site with licensed therapists.</p> <p>VVES will continue to seek community partners to support our students' achievements (e.g. senior citizen centers and colleges for tutoring and mentoring; a local ice cream company for incentive donations).</p>	<p>-Principal</p> <p>-Principal</p> <p>-Principal -Outreach Consultant</p>	<p>May</p> <p>Weekly</p> <p>On-going</p>		<p>Junior Achievement</p> <p>Southeast Family Therapy Center; Health Realization Center</p>
<p><b>5.6 Monitoring program implementation and results</b></p> <p>SSC/SAC/ELAC meeting notices, minutes, and sign in lists will be monitored for compliance.</p> <p>Results of the Needs Assessment Survey completed each spring will be evaluated for site strengths and areas needing improvement, and assess parents' priorities.</p> <p>Sign-in lists for Parent Activities will be kept to assess the level of parent involvement.</p>	<p>-SSC -Principal</p> <p>-Principal -SSC</p> <p>-Outreach Consultant</p>	<p>Monthly</p> <p>March</p> <p>On-going</p>		

# 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	Secondary Student	Date Elected
VINCENT CHAO		X					
SAM KWONG			X				
MARY BEAVINS			X				
SANDRA RANDOLPH					X		
Numbers of members of each category		1					

*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: \_\_\_\_\_
  - B. One meeting to present plan upon its completion.  
DATE: \_\_\_\_\_
7. This school plan was adopted by the school site council on: \_\_\_\_\_.

Attested:

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