

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

2007-2008

Prepared by
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Visitacion Valley Middle School
School

----- 38-68478-6059919 -----

CDS Code

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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:

The school uses regular meeting times and professional development opportunities for teachers to coordinate the curriculum and the use of District adopted materials within grade levels and content areas. Teachers' lesson plans include and reflect content area standards. Staff use weekly content area meetings and weekly faculty meetings to align curriculum and assessments to performance standards and to develop appropriate pacing of instruction.

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

The school maintains an inventory and distribution system to ensure District adopted Materials are provided to all students. The school uses the High Point and REACH and Read 180 materials for and Reading intervention programs.

The school has purchased and fully implemented adopted instructional materials and Standards based supplemental materials for all students including GATE, ELL and Special Education students.

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

The school has developed a team of content area leadership teachers, Middle School Teacher Leadership Initiative, (MSTLI) who meet regularly with the IRF and Administrators to coordinate school wide professional development activities in content area meetings and at whole staff faculty meetings. These teachers also meet With individual teachers to support best practices in their classrooms. The staff does Ongoing analysis of data.. At the beginning of the school year, all teachers prepare an Analysis report for each of their classes. This data is used to inform teaching. Areas of focus within each content area are aligned with the identified areas of student need.. This data is regularly reviewed to insure proper placement and monitor progress in Reading intervention classes, as well as progress on benchmark assessments in Language Arts and Math classes. Teachers are required to use a school wide grading policy to determine students' grades that accurately reflect standards based instruction and student performance in all content areas. The use of the school wide grading policy has given teachers a protocol that provides consistency in the content area grades that are given across the grade levels. Curriculum Specialists from the Department of Teaching and Learning also meet bi-weekly with content groups to discuss curriculum needs.

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

The IRF and the MSTLI teachers have identified appropriate and differentiated Strategies to help students succeed in the regular program. The school's focus on reading comprehension, vocabulary development and writing is integrated into all content areas. Targeted reading and vocabulary development strategies along with strategies for monitoring and supporting student engagement have been tried and found effective. The IRF and MSTLI team assist teachers in implementing strategies across the curriculum. Teachers have identified "focal students" who are among the sub groups that did not meet growth targets for API. These students are identified for tutorial services in after school SES programs. Language Arts and math benchmark assessments are use to monitor progress in grade level standards mastery . Counseling and staff meet regularly with grade level teachers to support student success.

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

The IRF coordinates professional development that supports best practice strategies, collects benchmark assessments, monitors progress and assists teachers in planning instruction. The IRF and MSTLI team do professional development around literacy strategies and school wide expository writing. Teachers have begun to use a modeling protocol to assist teachers in developing mastery of selected literacy strategies. Paraprofessional assistance is provided for ELstudents and content area classes. The school uses differentiated and supplemental material to help all students achieve standards. Content area teachers have received on-going support with the implementation newly adopted materials.

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

Math and Language Arts teachers are using the OARS data to analyze benchmark assessments, and to inform their instruction. The school also uses regular review of student work to assess progress toward achievement of the standards. All teachers have training in holistic scoring rubrics. The holistic scoring of student writing samples is done by the whole staff. Students participating in the reading intervention are assessed at the beginning of each semester to insure proper placement. Students are moved as quickly as possible through the reading and math intervention programs.

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

The school has been provided with an Instructional Reform Facilitator, a Site Substitute, Student Advisor and a Parent Advisor. The IRF works with teachers and Administration to ensure that district adopted programs are used as well as coordinating and facilitating professional development. The Site Substitute provides coverage to teachers who visit classrooms to observe best practices. The Student Advisor works on truancy and tardy issues. The Parent Advisor acts as a liaison to the parent community. The Beacon Center

provides support services and enrichment activities for students. The After School Learning Program provides instruction classes and support for students. In addition, the Supplemental Educational Services (SES) is provided to seventy-nine (79) Title 1 students. Kaplan and Sylvan tutorial programs have been implemented. Project San Francisco, an award winning program developed at the site, helps to link students and their families with community partners. This program helps to involve students in community service as well as exposing them too the wealth of learning opportunities that abound in our City. The mission of Project San Francisco is fundamentally to link our students with community based organizations that they would otherwise be unaware of or not have access to. *The On Track Program* continues to support the school with attendance and truancy intervention. ROCK (Real Options for City Kids) has been providing math tutorial services during the school day and after school to targeted students. In the fall of 2006 we have added the California Gear Up college preparatory program to our school resource activities which offers educational opportunities for students and their families and professional development opportunities for our teachers. WE have also piloted a new reading program for the school district called reading 180 by Scholastic Reading services. Many of our focal under represented students are making great academic growth using this new program.

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

The school needs to develop additional flexibility in programming and scheduling to better differentiate instruction for students. While the school has worked hard to educate students and their parents about the need for a standards based grading policy, and how it will benefit students in the long run, the school needs to continue to work with community to improve school/parent interactions and support. Our college Gear Up program held five parent education night meetings to assist parents in understanding their role in the educational process. Our school has also identified the Pacific Island population as being the most under served group in our school and has made efforts to assist them also with helping our African American and Latino students who are below basic.

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

Reading intervention teachers need more time to meet and share expertise and student performance data. There is a need for more Prentice Hall Strategic intervention classes, but there are not enough Language Arts teachers to offer more classes. There needs to be better coordination with the After School Learning Program to support math and Language Arts intervention and core programs that occur during the school day. Additional F.T.E.'s to support full implementation of intervention, elective programs. And equity for all students.

Insert SARC Highlights

ACADEMIC PLAN EXECUTIVE SUMMARY

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

Data Conclusions related to Goal 1:

African American students did not perform at or above the District average or show 5% improvement on the 2006 English Language Arts / California Standards Tests. The percentage of AA students at Proficient levels remained the same in grade 6, decreased 14% in grade 7 and increased 2% in grade 8. Latino students did show over 5% improvement on Proficiency levels school wide. The Percentage of Latino students at Proficient increased from 12% to 20%, but this is still below the District average (28%). The Latino sub group did make growth targets for English Language Arts ELL students are at 11% Proficient , which is 2% above the District average. In reviewing benchmark assessment data for Language Arts, AA students are making progress, but there exists some consistent gaps in the areas of reading Comprehension compared to grade level scores.

In Mathematics, AA students achieved 7% Proficiency in the 6th grade, 10 % in the 7th grade and 0% in the 8th grade on the CST in Mathematics. The school wide rate of 6% Proficient is well below the District average of 15% for the AA sub group. School wide Latino students improved from 11% to 20% Proficient in Math. The District average for Proficient for Latino students is 24% in Math. Latino students achieved 29% Proficient in the 6th grade, 26% Proficient in the 7th grade and 6% Proficient in the 8th grade. ELL students school wide are at 19% Proficient, compared to the District's 23% Proficient rate in Mathematics.

Objective 1: School will meet its statewide API growth targets for All subgroups on the 2007 California Standards Tests.

Objective 2: All EL students will gain one year of English proficiency on the CELDT test.

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

1. Appropriate Reading and after school Math intervention programs will be provided for the Below Basic African American and Latino students in all grade levels. Students' progress will be monitored to insure proper placement and rapid movement through these intervention programs. The school plans to continue the Reading 180 program in order to more effectively meet the needs of AA students at Below Basic and Far Below Basic levels on the ELA CST.

2. All students in targeted subgroups at the Basic level will receive individual mentoring and academic support from a VVMS staff member. These mentors will work as site advocates for student's academic success. The mentor will enlist the support of the student's parent/guardian in order to move the student to the Proficient performance level on the CST.

3. All content area teachers will be CLAD certified and will be able to employ SDAIE strategies effectively in their classrooms.

4. All teachers will review OARS data in Mathematics and English Language Arts in Department meetings and grade level family meetings to monitor improvement and target instruction.

5. Special Education Teachers will begin to administer grade level Benchmark tests in Language Arts as well as other California Standards based formative assessments.

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:

According to the 2/27/07 SFUSD School Profile, 78 students or 21% of the student population at VVMS are English Learner and twenty one percent (21%) receive Special Education services (SDC, ED and RSP). There are 42 Identified GATE students. Of these 42 students only 8 are African American. Reports from the 2006 ELA/CST indicate that fifty six percent (56%) of FBB were English Learner and thirty three percent(33%) Special Education. Fifty-seven percent (57%) of Below Basic students were in EL (26%) and Special Education (31%). In Mathematics, (2006 CST), sixty-nine percent of Far Below Basic students were in EL (28%) and Special Education (31%). In Mathematics (2006 CST), sixty nine percent of Far Below Basic students were in EL (28%) and Special Education (54%). Forty seven percent (47%) of Below Basic were in EL (28%) and Special Education (19%). Since these populations make up a significant portion of our below the Basic level population, the school is preparing to focus significant resources and energy in order to insure these students have access to grade level standards based curriculum as well as appropriate intervention programs, and the modifications and scaffolding needed to achieve Proficiency levels. Mathematics scores for seventh grade on the CST have increased by 8% indicating readiness for more eighth grade students to take Algebra in the eighth grade. The analysis of benchmark data in Math and Language Arts points to a decrease in the achievement gap between focal students as compared with whole grade level performance in the sixth and grade in English Arts on the item analysis reports. The eighth grade review of Math benchmark data indicates a lag for focal students on Algebra standards 4, 5, 6, and 7.

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

Objective 1: All designated EL students will increase at least one level on the CELDT test.

Objective 2: All Special Education students will show growth of one proficiency level on the English Language Arts California Standards Test.

Objective 3: at least 80% of all eighth grade students will take Algebra for their Math class.

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

1. All teachers will receive professional development at the beginning of the school year and their lesson plans will reflect SDAIE strategies .in their individual content areas.
2. The percentage of eighth graders with 4 or more F's must decrease by 6% in 2007 by providing student mentors, improved communication with parents as demonstrated by phone logs and SST meetings.
3. The number of eighth grade students taking Algebra will continue to increase in 2007 and 2008. All students will take diagnostic math assessments to determine eligibility for placement in Algebra, and Math intervention classes or strategic short term targeted interventions in the after-school tutorial program.
- 4 All teachers will receive continuing professional Development in strategies to differentiate instruction and curriculum to ensure academic equity for all students..

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:

English Language Arts/ California Standards Test school-wide trends continue to show improvement each year for the past five years. However, last years gain was only 1% (33%). This reduced level of improvement in percent of students at Proficient is a concern. The percent of positive change on the 2006 CST ELA, school wide is 46.6%. At the 6th grade level 42.4%, at the 7th grade 50%, and at the 8th grade 46.9%. In the Reading strands Literary Response and Analysis pose the most significant challenges for our students across the grade levels. The Writing Strategies cluster scores across the grade levels also indicate that the school needs to focus on writing strategies school wide. The school continues to make every effort to implement best practice literacy strategies across the content areas. 2006 Math CST scores indicate that 26% of students school-wide are in the Proficient level. CST Mathematics School level trends do not show sustained improvement over a five year period or across the grade levels. Overall there has been an decrease of 3% over school-wide 2005 Math Proficiency levels. There has been a consistent decline over the past five years in 8th grade rates of Proficient (11%).

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

Objective 1: VVMS will meet its API growth targets.

1. All students will be evaluated by September 10, 2007 and placed in the appropriate intervention or reading honors class.
2. The IRF and MSTLI teachers will support consistent implementation of best practice and differentiation strategies in all content area classes. The building substitute will facilitate peer classroom observations by teachers.
3. The Gear Up program at VVMS will provide academic rigor and support teachers in helping students prepare for college.
- 4 All teachers will use VVMS developed scope and sequences that reflect appropriate pacing of standards based instruction for their content area.

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. Reduction in incidents of violence (fighting, bullying, slurs, classroom disruptions) by 10%; reduction in non-mandatory school suspensions by 5%; attendance will be maintained at 98%; improved knowledge and resistance skills with respect to DATV (drugs, alcohol, tobacco, violence).

Means of evaluating progress toward this goal: Monthly crime and incident reports, monthly suspension logs, conflict resolution logs.

Group data needed to measure academic gains: Reports and logs as above, attendance records, DFI list, YRBS/CHKS data.

Data Conclusions related to Goal 4:

The school has seen a 25% reduction of incidents of violence on the school campus during 2005-2007. However statistics from the SF police Department show that there has been a 50% increase in violent crime in the immediate community. The results of data from the Stanford Early Life Stress Program indicate a significant portion (12%) of our student population are suffering from post traumatic stress disorder. We are collaborating with their clinicians to provide support to students and families. We have just received funding for a violence prevention grant for this next year which will give us additional resources to assist our school in having a violence free climate.

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

Objective 1: Objective #1 The school will continue to decrease the number of non-mandatory suspensions by 10% from the previous year.

Objective #2: The number of final “F’s” and “D’s” will decrease by 10% from the previous year as measured by school report cards and progress reports.

Objective #3 The number of students exhibiting symptoms of post traumatic stress disorder at VVMS will decrease by 10%.

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

1. Continue school wide Safety training for students and staff including classroom behavior standards.
2. Continue the VVMS Zero Tolerance for negative behavior plan.
3. Continue the VVMS standard grading policy across the curriculum developed by the faculty in 2004.
- 4 Dr. Mills will continue resiliency support for students and facilitate teacher trainings and our collaborative work with Stanford University.
5. A daily chart of homework assignments will be sent to the after school programs to provide alignment with the core curriculum.

Goal 5: Parent and Community Involvement: 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 5:

The school has seen an increase in parent involvement over the past year. We have started the California Gear Up Parent Support program and have held 5 parent work shops to teach parents what they need to know to assist their children in becoming college bound. Our Parent Liaison has worked on out reach to the parents of focal students and we have started a Pacific Island Parent and student.

Student groups participating in this goal: All students with a focus on EDY students

Performance gains expected for these students: Ratings on student and parent satisfaction surveys will improve; improved attendance at parent conferences; improved representation of parents on advisory and decision making bodies, especially EL and EDY students. The academic grades (GPA) of EL and EDY students will show an increase of at least .5 at the end of the first semester.

Means of evaluating progress toward this goal: The attendance sign in sheets of parents at school sponsored events; student Grade Point Average at the end of the first semester.

Group data needed to measure academic gains: **The number of parents attending Back to School Night and Objective 3: The grade point averages of EL and EDY students will increase .5 from the beginning of the school year to the end of the first semester.**

Parents of students with D and F grades will be invited to attend special parent/teacher in-service trainings to be held after grades come out each grading period. Parents will meet with grade level families to discuss improvement plans.

Objective 1: 1 Attendance at VVMS Back to School Night and Parent In-service meetings will increase by 10% from the previous year.

Objective 2: The number of parents who attend workshops to interpret student test data and scores will increase by 20%.

Objective 3: The grade point averages of EL and EDY students will increase .5 from the beginning of the school year to the end of the first semester.

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

1. Staff will continue to engage parents/guardians to become partners in our academic and social activities at the school.
2. School Administration and Parent Advisor will continue to work with Site Council to increase parent involvement in the school
3. School will work with District to increase participation of school/parents in district workshops for parents.
- 4 VVMS will provide a parent resource center at the school, which will welcome all parents and support parent involvement at the school as outlined in our California Gear Up Project Program..

Action Plan

GOAL #1 Academic Achievement: 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: All students and targeted AA and L groups and EL, Special Education, Economically Disadvantaged students.
 Performance gains expected for these students: 10 % of AA (11students) and 10% Latino (9 students) groups will move from Basic to Proficient level on the 2007 Math and Language Arts California Standards Tests.
 Means of evaluating *progress* toward this goal: Student CST scores.
 Group data needed to measure academic gains: Scores of African American and Latino students.

Objective 1: School will meet its statewide API growth targets for all subgroups on the 2008 California Standards Tests.

Objective 2: All EL students will gain one year of English proficiency on the CELDT test.

Description of Specific Actions to Improve Educational practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>1.1Alignment of instruction with content standards:</p> <p>All teachers use District/State adopted materials in each of the core content areas (Language Arts, Social Studies, Mathematics, Science) which are aligned to the California Teaching Standards. At the beginning of the year, teachers develop a scope and sequence for instruction that is aligned with pacing guides and content standards.</p>	All teachers	On-going all year	(0)	District And State

<p>Teachers have bi-weekly content area meetings to review student assessments and pacing guides. Each six week grading period staff set explicit measurable goals that are based on data and aligned to content standards.</p> <p>Through regular meetings and reviewing student data, the school Administration holds teachers accountable to help their students reach clearly articulated goals. The Principal will visit classrooms to observe the use of selected strategies and differentiation of instruction and the use of District adopted materials.</p> <p>The IRF will be responsible for overseeing the administration of benchmark and reading assessments, as well as maintaining a data base of student scores. The IRF will train teachers on the district data system, (Oars), crunchers to support them in monitoring student progress.</p>	<p>Teachers and IRF</p> <p>Administrators IRF MSTLI's</p> <p>IRF Teachers</p>	<p>Weekly</p> <p>On-going</p> <p>Every six weeks</p>	<p>(0)</p> <p>NA</p> <p>N/A</p>	<p>District Title I</p> <p>District Title I</p> <p>District Title I</p>
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<p>1.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • During May 2008, LA teachers will administer the Prentice Hall diagnostic tools to identify and place students in Prentice Hall “strategic” reading classes and leveled High Point classes and Reading 180 classes. Each teacher will maintain an ongoing student profile of student needs and strengths. • The IRF, MSTLI Teachers will coordinate the implementation of literacy strategies through weekly grade level and content area meeting, The IRF will arrange for model lessons, paired teaching, and individual coaching sessions on the use of strategies. The Administrators will visit classrooms on a regular basis to observe for use of selected strategies and differentiation of instruction to address individual student needs. 	<p>Administrators IRF teachers</p> <p>IRF Administrators MSTLI</p>	<p>May 2006</p> <p>On-going</p>	<p>(4000)</p> <p>(0)</p>	<p>District</p> <p>District Title I</p>
<p>1.3 Extended learning time /increased educational opportunities: Focal students will be invited to participate in Gear Up, after school tutorial program, math, computer lab in the after-school Beacon program and Title I after school programs...</p>	<p>After school Learning and Gear up Coordinators</p>	<p>On-going</p>	<p>(7000)</p>	<p>Title I and Beacon and Gear Up Funds</p>

<ul style="list-style-type: none"> ▪ All students will continue to receive and work on extended learning activities such as Time for Kids, Homework Packets, and Test Ready materials. ▪ The After-school programs will work with the Mathematics department to support school math program, and, in particular, provide focal math students with strategic short term tutoring. ▪ The VVMS Library is available after the school day to support student research and projects. This includes the use of printed materials, audio-visual and networked computers. Extra assistance will be given to focal and EL students. 	<p>IRF Parent Liaison and Administrator</p> <p>Math teachers, After school Learning Coordinator</p> <p>Librarian</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>(0)</p> <p>(0)</p> <p>(0)</p>	<p>District Title I</p> <p>Title I and Beacon Center Funds</p> <p>District Beacon Funds</p>
<p>1.4 Staff development and professional collaboration:</p> <p>At the beginning of the 2007 school year teachers teaching in the intervention programs will participate in Professional Development in their respective programs (High Point, Prentice Hall, CPM, Gear Up and reading 180 and SRA). There will be ongoing PD in the intervention and core adopted materials as well as in selected literacy strategies to increase students' reading comprehension as well as writing across the curriculum</p> <ul style="list-style-type: none"> • The Mathematics Department will review during each grading period; school site, district, and state assessment data to monitor student progress toward meeting grade level standards. 	<p>Teachers MSTLI IRF</p> <p>Math teachers IRF</p>	<p>August 2007</p> <p>On-going</p>	<p>(0)</p> <p>(0)</p>	<p>Title I and District</p> <p>District Title I</p>

<ul style="list-style-type: none"> All teachers will receive literacy training and participate in scoring student writing using holistic rubrics during school-wide staff development days provided by the IRF and VVMS MSTLI teachers. School-wide writing scores from writing assessments/rubrics will be shared with the staff. 	IRF teachers	On-going	(0)	District Title I
<p>1.5 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> During each report card period, parents will receive information related to student progress. Under performing students will be monitored by counselors, staff, social worker, Student Advisor, and Parent Liaison, who will arrange for parent conferences. Progress reports will be mailed for students with a grade of “D” or lower. All parents will be invited to receive training, offered by school staff, in supporting students at home in academic readiness. At Gear Up Academic Night, Back to School Night, there will be workshops to help parents interpret students’ assessment results. Parents will receive training in the use of rubrics to assist students in achieving academic success. School Staff will volunteer to be mentors to assist focal students in order to close the achievement gap. 	Counselor Student Advisor Parent Liaison Social Worker	On – going	(0)	District Title I
	Parent Liaison	As needed	(0)	District
	Parent Liaison Administrators	Fall 2007 Spring 2008	(0)	District Gear Up Grant
	All staff	On going	3,000	Grant Title I

<p>1.6 Extended learning time:</p> <ul style="list-style-type: none"> Focal students will be invited to participate in Gear Up, after school tutorial program, math, computer lab in the after school program's. 	<p>After school learning coordinator Administrators</p>	<p>On-going</p>	<p>Various sources</p>	<p>Beacon Math Think ROCK</p>

<p>1.7 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • All students enrolled in ELL programs will gain one year of English Proficiency as determined by the CELDT test. • The School will utilize an IEP Master Calendar that integrates all IEP's to ensure compliance with Special Education timelines. <ul style="list-style-type: none"> ▪ The IRF will monitor reading placement data twice a year to insure transition from intervention programs. ▪ Math teachers will administer a math inventory test (MDTP) to identify student needs. ▪ The Administrators will visit core classrooms for the purpose of observing consistent program implementation. ▪ All Staff will analyze student assessment data to improve instruction ▪ Teachers will use High Point assessments and revised LALAR to monitor progress of EL's on an ongoing basis... 	<p>All Staff</p> <p>Principal Assistant Principal Sped Teachers</p> <p>IRF</p> <p>Math teachers</p> <p>Administrators</p> <p>All Staff</p> <p>Teachers</p>	<p>On-going</p> <p>Spring 2007</p> <p>Spring 2007</p> <p>On-going</p> <p>On-going</p> <p>On going</p>	<p>N/A</p> <p>N/A</p> <p>NA</p> <p>NA</p> <p>N/A</p> <p>NA</p> <p>NA</p>	<p>Title I</p> <p>District</p> <p>District</p> <p>District</p> <p>District</p> <p>District</p> <p>District</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: English Learner and Special Education.

Performance gains expected for these students All Students designated FBB and BB on the California Standards Math and English Language Arts test will move up at least one performance level. 25% of students at Basic will move to the Proficient level.

Means of evaluating progress toward this goal: California Standards Test results.

Group data needed to measure academic gains. 2006 CST data including number of students in Far Below Basic, Below Basic, Basic and Proficient as compared to 2005 test scores.

Objective 1: All designated EL students will increase at least one level on the CELDT test.

Objective 2: At least 80% of all eighth grade students will take Algebra for their Math class.

Objective 3 All Special Education students will show growth of at least one proficiency level on the CST in English Language Arts.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
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<p>2.1 Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> ▪ At the beginning of the year, teachers in all content areas, as part of content area meetings will create year long curriculum maps using adopted materials, which includes the scope and sequence of instruction, pacing guides, projects, assessments, and materials that will be used consistently throughout the school year. The staff will also analyze state and school data to close the achievement gap, and identify students' individual instructional needs. ▪ Teachers will meet weekly by content and grade level areas. At these meetings teachers will assess pacing of core curriculum instruction, review assessment data, and monitor progress of their students. ▪ The VVMS Library will continue to update and renew its collection to support District standards across the curriculum. Teachers will be able to access these materials in a timely manner. ▪ All core curricula for all grade levels will use State and District adopted materials and assessments. ▪ IEP's will be written and aligned to state core content standards and reflect student's present levels of performance. 	<p>IRF Administrators Teachers</p> <p>Administrators IRF</p> <p>Librarian</p> <p>Administrators, Teachers</p> <p>Administrators Special Education Dept.</p>	<p>September 2007 and on-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>N/A</p> <p>N/A</p> <p>PROP H FUNDS</p> <p>N/A</p> <p>(0)</p>	<p>District</p> <p>District,</p> <p>District</p> <p>District</p> <p>District</p>
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<ul style="list-style-type: none"> ▪ Supplementary materials will be purchased to address identified needs of EL, GATE, EDY, and Special Education Students. ▪ Teachers will receive lists of supplementary standards based materials at the beginning of the year. 	<p>ELL Coordinator Gate Coordinator Librarian</p> <p>Librarian</p>	<p>On going</p> <p>Fall 2007</p>	<p>(0)</p> <p>(0)</p>	<p>District</p> <p>District</p>
<p>2.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • Staff Members will receive training in SDAIE strategies and all staff will be CLAD certified. Teachers will be monitored for implementation by regular classroom “walk abouts” by Administrators. • The MSTLI Teachers will assist staff in assessing data and identifying strategies to support all students and especiallyfocul, EL and Special Education students to support academic improvement. 	<p>All Staff IRF Administration</p> <p>Staff</p>	<p>On-going</p> <p>On-going</p>	<p>6,500</p> <p>(0)</p>	<p>District</p> <p>District</p>

<ul style="list-style-type: none"> ▪ The GATE Coordinator, teachers, paras, and volunteers will work with GATE students as well as regular students to provide differentiated instruction throughout the school day. ▪ The P.E. Dept. will pursue a program to renovate the VVMS athletic facilities in order to better align curriculum with District and State standards. <ul style="list-style-type: none"> • Focal students who test in the far below and below basic area in Language Arts will be offered assistance in our Reading 180 program • Special Education LH/SD students who test in the far below and below basic area in Language Arts will be offered the reading 180 program. 	<p style="text-align: center;">Gate Coordinator</p> <p>Principal Athletic Director</p> <p>IRF Principal Lang.Arts Teacher</p> <p>Sp Ed Teachers Principal</p>	<p style="text-align: center;">On-going</p> <p style="text-align: center;">As Needed</p> <p style="text-align: center;">On-going</p> <p style="text-align: center;">On-going</p>	<p style="text-align: center;">Release time stipend</p> <p style="text-align: center;">(2000) Materials</p> <p style="text-align: center;">(3000) Materials</p> <p style="text-align: center;">(1200) Sp Ed Budget</p>	<p style="text-align: center;">WSF</p> <p style="text-align: center;">District School Fund-raisers</p> <p style="text-align: center;">District/StarSchool</p> <p style="text-align: center;">District/WSF</p>
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<p>2.3 Increased educational opportunity:</p> <ul style="list-style-type: none"> ▪ EL students, scoring below basic on the ELA CST will participate daily in the District adopted High Point reading intervention. ▪ All EL students participate daily in District-adopted English EL program. In content classes, students will receive instruction using sheltered English strategies. Paraprofessionals will provide one-on-one and small group support to build English language skills and help students understand content information. All EL students will receive daily SDAIE in all areas of the academic core curriculum. EL students receive mainstream instruction with students who are FEP for part of the day. ▪ Teachers will assign and/or provide choices of projects and enrichment activities and programs that support their learning styles and interests for GATE students based upon assessments. ▪ The SAP/SST committee will meet weekly to assess students who have been referred as potentially at-risk, look at student program placement, make recommendations for program changes or support, and review student progress against access to the Core Curriculum. The IRF will facilitate SST to ensure the inclusion of classroom strategies in the action plan. 	<p>EL Chair IRF</p> <p>ELL staff ELL D.H., Teachers</p> <p>ELL Coordinator, Tech. Specialist, Librarian</p> <p>Teachers SAP/SST Coordinator, Dean, Head Counselor. IRF</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>NA</p> <p>N/A</p> <p>(0)</p> <p>(0)</p>	<p>District</p> <p>Title I</p> <p>District</p> <p>Consent Decree Title I</p>
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<ul style="list-style-type: none"> ▪ All students will engage in project-based service learning activities focusing on descriptive and narrative writing, analyzing problems and oral reporting across the curriculum through research using current technology resources (Project San Francisco). ▪ Special Education services will be provided for students who qualify by I.E.P. placement in the least restrictive environment. ▪ All students will be given opportunities to take part counseling, mentoring and college bound interest activities ▪ All students will take part in various VAPA programs and activities. 	Sp.Ed. D.H, Teachers	On-going	N/A	District
	VVMS Staff	On-going	(0)	District
	VVMS Staff and partners	On-going	(0)	District/Community Funding/Grants
	VVMS Staff and community partners	On-going	VAPA Funds	District Funds and Prop H funds
<p>2.4 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> • Teachers of EL students will attend workshops presented by multilingual program on effective ELD instruction and SDAIE strategies. ▪ Teachers will attend professional development in differentiated instruction for GATE and high 	All Teachers	On going	\$7246 or 10% of title one funds	Title I funds
Teachers of	On-going	Gate		

<p>potential students and receive release time to do so.</p> <ul style="list-style-type: none"> ▪ All teachers of reading classes will participate in professional development on the strategies and materials that will be used as interventions or enrichment in the reading classes. ▪ The on-site ELL Teachers will: 1) Provide staff with a general orientation to English Language Development (ELD), the redesignation process and how district and state assessments are used to monitor the progress of ELL, 2) Provide on-site training on the ELD standards and SDAIE, and individual support in the classroom to share and research strategies to design lessons integrating SDAIE into content area instruction.3) The staff will use the CELDT pre- and post-test to determine placement. <ul style="list-style-type: none"> • All Special Education teacher will receive AB466 training as required 	<p>GATE students</p> <p>Reading teachers</p> <p>EL Teachers</p> <p>All Special Ed. Teachers</p>	<p>On-going</p> <p>On-going</p> <p>On going</p>	<p>(0)</p> <p>(0)</p> <p>(0)</p> <p>(0)</p>	<p>District</p> <p>Title I District</p> <p>District</p>
<p>2.5 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> ▪ Teachers will provide progress reports to parents related to student progress in addition to regularly scheduled report cards three times per semesters. ▪ The school will offer an enrichment program using 	<p>Principal, Parent Liaison, Teachers</p>	<p>On-going</p>	<p>(0)</p>	<p>District</p>

<p>community partners to build awareness and opportunities in areas of VAPA and cultural awareness. This will include assemblies, performances, career opportunities, job shadowing.</p> <ul style="list-style-type: none"> Teachers and Administration will work together to support the VVMS grading policy and create school-wide application 	<p>Principal Student Body Advisor</p> <p>Principal, Assistant Principal, Teachers</p>	<p>Each six weeks</p> <p>On-going</p>	<p>Prop H Funds</p> <p>N/A</p>	<p>Student Body, WSF Gear-Up</p> <p>Prop H funding</p>
<p>2.6 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> Teachers, in grade level teams will review samples of student work monthly to assess the impact of strategies and materials, and modify instruction as needed, especially with newly adopted materials Principal will review teachers' curriculum maps, pacing guides and assessments to see that they reflect content standards, methodical monitoring of student achievement and "best practices". All teachers, in grade level teams, will participate in an end of year review of student progress and program recommendation for following year. The on-site ELL Teachers will: 1) Provide staff with a general orientation to English Language Development (ELD), the re designation process and how district and state assessments are used to 	<p>IRF/ Teachers</p> <p>Teachers and Administration</p> <p>All Teachers</p> <p>Ell Teachers ELL Coordinator</p>	<p>On-going</p> <p>On-going</p> <p>May 2008</p> <p>On going</p>	<p>As needed</p> <p>(0)</p> <p>(0)</p> <p>As needed</p>	<p>Prop H\State funding</p> <p>N/A</p> <p>NA</p> <p>Ell Funding</p>

<p>monitor the progress of ELL, 2) Provide on-site training on the ELD standards and SDAIE, and individual support in the classroom to share and research strategies to design lessons integrating SDAIE into content area instruction, 3) Use the Teacher Knowledge Project to assist staff with instituting a system for peer collaboration, including strategies for working with students of all cultural groups, 4) The staff will use the LALAR pre- and post-test to determine placement.</p> <ul style="list-style-type: none"> ▪ Teachers will attend professional development in differentiated instruction for GATE and high potential students and receive release time to do so. ▪ Teachers will monitor and identify needs of Pacific Island Students who may have been overlooked for inclusion in EL programs 	<p>All teachers IRF</p> <p>All Staff and Pacific Island Community</p>	<p>On going</p> <p>On going</p>	<p>As needed</p> <p>(0)</p>	<p>Gate and WSF</p> <p>District</p>
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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.

Student groups participating in this goal: All VVMS Students

Performance gains expected for these students: 20% of students designated FBB and BB on the California Standards Math and English Language Arts test will move up at least one performance level. 25% of students at Basic will move to the Proficient level.

Means of evaluating progress toward this goal: California Standards Test results.

Group data needed to measure academic gains. 2007 CST data including number of students in Far Below Basic, Below Basic, Basic and Proficient as compared to 2006 test scores.

Objective 1: VVMS will meet its API growth targets.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>3.1 Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> ▪ The IRF will work with teachers to insure that curriculum is aligned with standards and pacing guides. There will be quarterly reviews of pacing Guides and assessments. ▪ Instructional delivery in all content areas will reflect best practices: language and reading development 	<p>IRF Administration</p> <p>IRF, Teachers</p>	<p>On-going</p> <p>On-going</p>	<p>District</p> <p>Stipend for Teachers</p>	<p>District</p> <p>District</p>

<p>for second language learners. Teachers will receive training at department meetings and family meetings to integrate best practices in their instructional delivery.</p>			(3000)	
<p>3.2- Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> ▪ The IRF will work with reading/language arts teachers to review individual student data and diagnostic assessments to identify students’ strengths and needs, and adjust instruction to match assessment results. ▪ The IRF will work with reading teachers and language arts teachers to identify and implement appropriate research based strategies to support improved student reading comprehension of non-fiction materials and expository writing across the curriculum. ▪ RSP and Special Day students will be taught reading by their own special education teachers. The Special Education Department will use the 180 Reading Program. All students with disabilities will have core curriculum materials and appropriate supplemental materials. WSF funds will be used to purchase supplemental materials. • Participating staff will continue to receive training in the High Point reading program during summer 2007, and Reading 180 and during district staff development days. Staff will continue to implement the programs during fall 2008. 	<p>IRF Teachers</p> <p>Teachers</p> <p>SpEd Teachers</p> <p>Reading Teachers/ Sp Ed Teachers</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Summer AB466 training</p>	<p>(0)</p> <p>(0)</p> <p>As needed</p> <p>(0)</p>	<p>District</p> <p>District</p> <p>District/WSF</p> <p>District/WSF</p>

<p>3.3 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> ▪ Staff will use pacing guides for core instruction and all students to have been assessed in math and reading to be placed in appropriate intervention program. ▪ Professional collaboration among teachers of GATE, ELL and Sp. Ed will be shared with all staff to increase differentiate instruction/curriculum to challenge students with special needs. Teachers will share experiences and cross teach information learned at district in-service trainings. ▪ Staff will participate in Professional Development training that will lead to student school wide writing and research activities 	<p>All staff</p> <p>All teachers</p> <p>All staff Administrators IRF</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>District</p> <p>District</p> <p>District</p>
<p>3.4 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> ▪ Counselors and teachers will hold parent conferences to discuss students’ learning needs, appropriate support programs, and supplementary materials. ▪ All parents will be invited to receive training, offered by San Francisco School Volunteers, in supporting students at home in reading. Parents of students participating in the reading program will be targeted 	<p>Counseling Dept. and Teachers</p> <p>IRF</p>	<p>On-going</p> <p>On-going</p>	<p>Materials for Parent workshops (500)</p> <p>(1000)</p>	<p>Beacon Gear Up</p> <p>District Gear Up</p>

<p>for participation. Gear Up for Parents will hold regular meeting to assist parents in understanding student academic needs</p>				
<p>3.5 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> ▪ Pre-post leveled assessments of student progress in reading and Math. ▪ Monitoring of selected work samples from classrooms and supplementary programs at each report card period will provide a road map for the delivery of services based on pacing guides, voices writing rubrics and assessment tests. ▪ Through regular meetings reviewing student data, school leaders hold teachers accountable to help their students reach clearly articulated goals 	<p>IRF Math and reading intervention teachers</p> <p>All teaching staff</p> <p>Principal Asst. principal</p>	<p>On-going</p> <p>Monthly</p> <p>Monthly</p>	<p>N/A</p> <p>N/A</p> <p>(0)</p>	<p>District</p> <p>District</p> <p>District</p>

GOAL #4 School Climates: 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. Reduction in incidents of violence (fighting, bullying, slurs, classroom disruptions) by 10%; reduction in non-mandatory school suspensions by 5%; attendance will be maintained at 98%; improved knowledge and resistance skills with respect to DATV (drugs, alcohol, tobacco, violence). Means of evaluating *progress* toward this goal: **Monthly crime and incident reports, monthly suspension logs, conflict resolution logs.**

Group data needed to measure academic gains: Reports and logs as above, attendance records, DFI list, YRBS/CHKS data.

The school has maintained a 25% reduction of incidents of violence on the school campus during 2005-2006. However statistics from the SF police Department show that there has been a 50% increase in violent crime in the immediate community. The school wide programs to support positive student behavior seem to be having a beneficial effect on school climate.

Objective 1: Objective #1 The school will continue to decrease the number of non-mandatory suspensions by 10% from the previous year.

Objective #2: The number of final ‘F’s’ and ‘D’s’ will decrease by 10% from the previous year as measured by school report cards and progress reports.

Objective #3 The number of students exhibiting symptoms of post traumatic stress disorder at VVMS will decrease by 10%.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>4.1 Procedure/activity to improve climate/safety:</p> <ul style="list-style-type: none"> School Safety Committee will meet at beginning of year and on regular basis to discuss roles, needs assessment, training needs, physical environment, and on-going issues. School Safety Committee will enlist student members during the school year. School will continue to use 	<p>Safety Team Principal Staff</p>	<p>On-going all year</p>	<p>N/A</p>	<p>District</p>

<p>behavioral model for students to follow. The school will have a school-wide positive behavior model. School site staff will assist with the implementation of individual student plans.</p> <ul style="list-style-type: none"> ▪ School Safety Committee will provide and post signs re: visitor sign-in, no DATV (drugs, alcohol, tobacco, and violence), school rules, and evacuation routes. ▪ School personnel will be trained in all emergency procedures for various emergencies, i.e. Fire, earthquake, power failures, wind storms, major disasters. Students will also receive appropriate training. ▪ Principal will assign appropriate staff to supervise the entrances of the school and to supervise hallways before and after school, during class and passing periods. This staff will enforce school rules. Student Handbook will be reviewed with students, Highlighting best practices ▪ Second Step Violence Prevention curriculum will be implemented in 6th grade classes by teachers trained in curriculum in spring '08. Additional teachers to be trained in fall '06 with implementation to follow. (The plan is to have ALL students receive curriculum by end of 07-08. Selected lessons will also be implemented in ASL/Beacon programs (see Sec. 4.4). ▪ Project Alert (DAT curriculum) will be 	<p>Teachers Principal staff</p> <p>Principal Teachers Staff</p> <p>Teachers SRO</p> <p>Teachers SRO</p>	<p>On-going all year</p> <p>Monthly</p> <p>On-going all year</p> <p>On-going all year</p>	<p>(500)</p> <p>N/A</p> <p>(0)</p> <p>(0)</p>	<p>District</p> <p>District</p> <p>District Gear-Up</p> <p>WSF Gear-Up</p>
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<p>implemented in 7th grade classes by teachers trained in curriculum in spring '06. Additional teachers to be trained as needed. (The plan is to have ALL students receive curriculum by end of 06-07)</p>	Peer Resource and Respect	On-going all year	(0)	District
<ul style="list-style-type: none"> Peer Resources Coordinator will provide additional training for peer conflict mediators in the 8th grade who will then provide mediation for all grade levels. The Peer Resource Coordinator and counseling staff will provide individual assistance to teachers and develop a referral system. Peer Resource Coordinator (PRC) and Healthy School Team (HST) will collaborate to train and supervise students. 	Coordinators Resource Teacher	On-going- all year	(0)	District Peer Resource
<ul style="list-style-type: none"> Counseling staff will provide in-class assistance to teachers and students on weekly basis to aid in decrease of classroom disruptions and conflicts (e.g. Mr. Waters collaboration with two 7th grade teachers) 	Counselor Social Worker Peer Resource	On going-all year	(0)	District Gear-Up DCYF
<ul style="list-style-type: none"> With the support of the site administration, the Sexual Minority Youth Liaison (SMYL) in collaboration with, the Healthy School Team (HST), will 	Principal, SMYL, HST, Counselor, Resource Teacher	On-going all year	(0)	District
<ul style="list-style-type: none"> Coordinate activities to promote a safe learning environment for all students, regardless of gender or sexual orientation. 	Principal, SMYL, HST, Counselor, Resource Teacher	On going-all year	(0)	District
<ul style="list-style-type: none"> With the support of the administration, the SMYL, in collaboration with the Healthy School Team (HST) will coordinate activities to promote a safe learning environment for all students. 	Principal, SMYL, HST, Counselor, Resource Teacher	On going-all year	(0)	District

<ul style="list-style-type: none"> ▪ The school will continue to participate in Peer Resource Program and the San Francisco Peer Court Program, as well as Gear-Up Program to decrease violence and increase peaceful activities on campus and in our community. ▪ All Students and Staff will be taught “Quiet Time” and practice it twice daily to reduce stress and increase personal focus on learning. ▪ School/Beacon/Community will participate in the Violence Prevention Grant Award for the 2007-2008 school year Program will be established in fall 2007 	<p>Peer Resource</p> <p>Administration, teachers and students</p> <p>School and community partners</p>	<p>On going-all year</p> <p>On-Going all year</p> <p>On-going all year</p>	<p>(0)</p> <p>Grant monies</p> <p>Grant monies</p>	<p>District Peer Resource Gear-Up</p> <p>TM Support personnel and Staff</p> <p>Grant Funds</p>
<p>4.2 Staff development and professional collaboration</p> <ul style="list-style-type: none"> • All staff will attend professional development on district and site behavioral policies, supervision procedures, conflict resolution, and safety procedures. • Administrative staff, counseling staff, Healthy School Team), Learning Support Consultant (LSC), Peer Resource Coordinator, and On-Track, ROOTS staff will provide or coordinate professional development in Positive Youth Development, violence prevention, DAT use prevention, and alternatives to suspension. 	<p>Principal</p> <p>Principal</p>	<p>Weekly/monthly</p> <p>Daily and on-going</p>	<p>(0)</p> <p>(0)</p>	<p>District</p> <p>District</p>

<ul style="list-style-type: none"> Discipline Committee, will design and run classroom and school behavioral management training for all staff as well as provide incentives for professional development and lead grade level meetings in alternatives to suspension and violence prevention 	Assistant Principal	On-going	N/A	District
<p>4.3 Engagement of staff, parents, community</p> <ul style="list-style-type: none"> Monthly communications will provide information on positive youth development, safety, health, behavioral policies, conflict resolution, violence prevention and DAT use prevention. This includes translation services and materials written in home languages. Parent education classes will be provided four times annually, on various topics of concern, i.e. at-risk youth, DAT prevention, etc. . Care Team (Student Assistance Program) and Student Success Teams (SST) will convene, roles assigned by principal. Program will work with staff, community agencies and services (Beacon, SRO, CMH, YGC/P.O.'s, ROOTS and ROCK) to assess and plan support services for at-risk 	<p>Principal Counselor MSC PRC</p> <p>Parent Liaison, Counselor (also above)</p> <p>Principal SAP & SST Coordinators</p>	<p>Monthly</p> <p>Quarterly</p> <p>Weekly by grade level</p>	<p>(0)</p> <p>(0)</p> <p>(0)</p>	<p>District Gear-Up</p> <p>District</p> <p>District</p>

<ul style="list-style-type: none"> • Additional support services will be provided to students with ongoing discipline/truancy/risk behavior issues through On-Track groups, ROOTS, Girls groups, ROCK, Samoan Community Center, PTSA Program from Stanford, Edgewood center, CYC, Boys and Girls Group and Girl Scouts. • Provide SF Action Guide to parents at all opportunities (e.g. Back to School Night, counseling meetings). 	<p>Counselor Care Team SST</p> <p>Parent Liaison Counselor PR MSC</p>	<p>Daily On-going</p> <p>On-going activities of the school On-going</p>	<p>N/A</p> <p>(0)</p>	<p>ASL Beacon Gear-Up</p> <p>District Gear-Up Various agencies</p>
<p>4.5 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • Principal will review monthly the crime and suspension statistics and provide relevant findings or trends to staff and support providers. • SST coordinator will conduct a quarterly review of SST/SAP logs for use of support services. • Principal will supervise and evaluate staff assigned to supervision. • Counseling staff will create a suspension, truancy and SST bi yearly log to share with staff and parents in order to reduce truancy and suspension 	<p>Principal</p> <p>Social Worker</p> <p>Principal</p> <p>Counseling staff</p>	<p>On-going</p> <p>Quarterly</p> <p>Yearly</p> <p>Bi-Yearly</p>	<p>(0)</p> <p>(0)</p> <p>(0)</p> <p>(0)</p>	<p>District</p> <p>District</p> <p>District</p> <p>District</p>

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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. **Student groups participating in this goal:** All students with a focus on EDY students.

Performance gains expected for these students: Ratings on student and parent satisfaction surveys will improve; improved attendance at parent conferences; improved representation of parents on advisory and decision making bodies, especially EL and EDY students.

Means of evaluating progress toward this goal: The attendance of parents at school sponsored events will increase by 10% over the previous year

Group data needed to measure academic gains: The number of parents involved in STAR testing will increase by 10% over the previous year as indicated by sign-in sheets at school functions.

The school has seen an increase in parent involvement over the past year. There were 97 more parents at the back to school night, an increase of 47% from the previous year. During the 2004-2005, the school held its first “Academic Night”. Again the turnout (2

Objective #1 Attendance in VVMS Back to School night will increase by 10% from the previous year.

Objective #2 The number of parents who attend workshops to interpret student test data and membership in the PTSA will increase by 10%.

<ul style="list-style-type: none"> ▪ The school will send home bulletins, notices, parent information, and strategies to use at home, homework packets. Parent /guardian email addresses will be collected on the student emergency cards and email bulletins will be published. ▪ The school will use a “Reminder Binder” for checking student work progress, answering parent questions, and reviewing for parent comments and suggestions. ▪ School will publish site news and bulletins including the school calendar on the school web site. 	<p>Principal, VVMS Staff</p> <p>Parent Liaison</p> <p>Assistant Principal, Parent Liaison</p>	<p>As Required</p> <p>Daily</p> <p>As required</p>	<p>(2,500) materials</p> <p>(3500)</p> <p>N/A</p>	<p>Title I Consent Decree</p> <p>WSF Title I Gear-Up</p> <p>District</p>
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <ul style="list-style-type: none"> ▪ Translators will be available at all parent meetings; written communications such as newsletters and ballots, will be translated for parents. ▪ Special parent meetings will be held for Special Education, El, and GATE parents to provide them with information about school programs, review student work and progress, and elicit ideas and recommendations from parents. Parents of students with disabilities will be informed at least as often as their non-disabled peers by the attachment G of the IEP. 	<p>Principal Parent Liaison</p> <p>Principal, VVMS Staff Parent Liaison</p>	<p>On-going</p> <p>On-going as needed</p>	<p>(0)</p> <p>(0)</p>	<p>Title I SBCP</p> <p>District Title I</p>

<ul style="list-style-type: none"> ▪ Suggestions for parent participation, volunteer opportunities, and information that will be helpful in parents supporting their children will be provided to parents at parent meetings and in materials sent home to parents. 	<p>Parents Parent Liaison</p>	<p>On-going activity of the school</p>	<p>(0)</p>	<p>District</p>
<p>5.4 Providing education opportunities for parents:</p> <ul style="list-style-type: none"> ▪ Parent workshops will be held in helping students at home, homework packet information, health related issues, mathematics, reading. ▪ Parent educational activities will be included in monthly parent meetings. Beacon will continue to offer Basic English Language classes for Parents using CCSF instructor. ▪ Gear Up Workshops will be provided to parents in the new mathematics and language arts materials with suggestions for working with children at home. This will occur during Back to School and Academic night. ▪ The Parent Liaison will maintain a Parent Room containing resources, information, and a meeting space for regular parent meetings and educational opportunities. 	<p>Parent Liaison</p> <p>Beacon</p> <p>Principal, Staff</p> <p>Parent Liaison</p>	<p>Monthly and as needed</p> <p>During school term only</p> <p>Twice a year</p> <p>Daily and weekly</p>	<p>Resources and Materials for Parents (1,000)</p> <p>(0)</p> <p>(0)</p> <p>(0)</p>	<p>District Title I</p> <p>Beacon</p> <p>District/ Gear Up</p> <p>District</p>
<p>5.5 Involvement of community partners:</p>				

<ul style="list-style-type: none"> ▪ Parent resources will include information packets and referrals to community services and agencies to support student needs. ▪ The school’s adopt-a-school partner will provide career awareness opportunities for students, additional arts programs for students and their families. ▪ Counselors and parent liaison will provide parents with opportunities to attend programs that will support student learning, health, and development. These will include partnership activities with the public library, Columbia Boys and Girls Club, ROCK ROOTS, GAZA, the YMCA and the Beacon. 	<p>Counselor, Parent Liaison</p> <p>Principal, Community</p> <p>Principal, Community</p>	<p>On-going activity of the school</p> <p>On-going as required</p> <p>On-going as needed and required</p>	<p>(0)</p> <p>(0)</p> <p>(0)</p>	<p>District</p> <p>District</p> <p>District</p>
<p>5.6 Monitoring program implementation and results:</p>				
<p>The Parent Satisfaction Survey, administered in the spring will be reviewed and used to monitor parent’s participation and satisfaction with the school.</p> <ul style="list-style-type: none"> ▪ Parent questions/ surveys will be included, monthly, in “Wednesday Envelopes.” ▪ Evaluation forms will be provided during Back-to-School-Night and Parent conferences. ▪ School will document and monitor attendance at parent conferences. 	<p>Principal Parent Liaison</p> <p>VVMS Staff</p> <p>VVMS Staff</p> <p>VVMS Staff</p>	<p>Yearly</p> <p>Monthly</p> <p>As required</p> <p>As required</p>	<p>Newsletters, Surveys (300)</p> <p>(0)</p> <p>(0)</p> <p>(0)</p>	<p>District</p> <p>District</p> <p>District</p> <p>District</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
James S. Dierke		X					10-25-06
Val Tagaloa			X				10-25-06
Mary McGinnis			X				10-25-06
Barry O'Driscoll			X				10-25-06
Nelson Eng					X		10-25-06
Agnes F'aafiti					X		10-25-06
Gloria Aguirre					X		10-25-06
John Deguzman						X	10-25-06
Judy Yee						X	10-25-06
Myna Nguyen						X	10-25-06
Elizabeth Abrahams			X				10-25-06
Numbers of members of each category		1	3		3	3	

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 school site 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*) *Prop H committee, Beacon After School committee*
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: January 23, 2006
 - B. One meeting to present plan upon its completion.
DATE: February 7th and February 28th
7. This school plan was adopted by the school site council on: February 28, 2007.

Attested:

James S. Dierke

		<u>2-9-07</u>
Typed name of school principal	Signature of school principal	
Val Tagaloa		
		<u>2-9-07</u>
Typed name of SSC chairperson	Signature of SSC chairperson	Date