

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

John Yehall Chin Elementary
School

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CDS Code

March 12, 2007
Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
At John Yehall Chin Elementary School, all policies and practices are designed to ensure that each student has full access to instructional materials that are aligned with State and District core content standards. John Yehall Chin Elementary School has adopted programs and materials that are aligned with and approved by the State Board of Education and the San Francisco Unified School District Board of Education.
2. Availability of standards-based instructional materials appropriate to all student groups:
John Yehall Chin Elementary School has purchased, received, and fully implemented adopted instructional materials for all students including EDY, Special Education, EL, and GATE. Any and all supplemental instructional materials that have been purchased by John Yehall Chin Elementary School are standards-based and appropriate to all student groups.
3. Alignment of staff development to standards, assessed student performance and professional needs:
John Yehall Chin Elementary School will promote all district level Professional Development Institutes and all staff and parents will be highly encouraged to attend these institutes. In addition, John Yehall Chin Elementary School will plan and implement its own ongoing professional development on-site with the support of the central staff. These district and on-site professional development opportunities are designed to address standards, student performance and assessment, and the staff's professional needs.
4. Services provided by the regular program to enable under-performing students to meet standards:
John Yehall Chin Elementary School will continue to develop and implement an extended learning program for underperforming students based on the most recent and updated student performance data. Student involved in the extended learning program will be assessed continuously so we can monitor their progress.
5. Services provided by categorical funds to enable under-performing students to meet standards:
John Yehall Chin Elementary School will continue to fully utilize various categorical funds (such as Title I, LEP, and SIP) to enable underperforming students to meet standards. Some of the programs these categorical funds help support are: Afterschool Learning Extension Program, additional small-group instructional support with Consent Decree funded Classroom Paraprofessional/Elementary Advisor, etc.

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

The staff of John Yehall Chin Elementary School analyzed the disaggregated data reports in the School Site Data Binder for strengths, weaknesses, and statistical trends. We then formulate a plan according to the identified strengths, weaknesses, and statistical trends in order to modify instruction and improve student achievement. Throughout the school year, all stakeholders will assess the overall effectiveness of our plan and tweak it accordingly.

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

John Yehall Chin Elementary School has been receiving assistance from the District Office that has funded our Afterschool Extended Learning Program that serves targeted underperforming students. This funding, along with the community resources provided by the Chinatown Beacon Center, have enabled us to collaboratively implement a program that is instructionally sound and based on state standards.

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

At John Yehall Chin Elementary School, while we readily recognize the existence of certain barriers (socioeconomic status, familiarity to English, etc.) that may temporarily obstruct the realization of our goals and objectives, we absolutely refuse to allow these barriers to stop us from trying our very best.

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

Due to a finite and ever-decreasing amount of funding, we are unable to expand our Afterschool Learning Extension Program to all underperforming students. Underperforming students who have not been served by the A.L.E.P., as much as possible, will be served by the Everybody Wins lunchtime volunteer reading program.

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:

- #1. 36.1% (13 out of 36) of our 1st graders scored in the 51-75 local %ile on the 1st Grade Brigance.**
- #2. 37.9% (11 out of 29) of our EL 1st graders scored in the 51-75 local %ile on the 1st Grade Brigance.**
- #3. 25.0% (9 out of 36) of our 1st graders scored in the 76-99 local %ile on the 1st Grade Brigance.**
- #4. 24.1% (7 out of 29) of our EL 1st graders scored in the 76-99 local %ile on the 1st Grade Brigance.**

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

Objective 1: *50% of our 1st graders will score in the 51-75 local %ile on the 1st Grade Brigance. 35% of 1st graders will score in the 76-99 local %ile on the 1st Grade Brigance.*

Objective 2: *50% of our EL 1st graders will score in the 51-75 local %ile on the 1st Grade Brigance. 35% of our EL 1st graders will score in the 76-99 local %ile on the 1st Grade Brigance.*

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

- 1. K & 1st Grade teachers and paraprofessional will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all students, including those who are identified as underperforming.*
- 2. Teachers will utilize a variety of age appropriate, ability appropriate, and researched-based instructional strategies in the classroom in order to address the achievement gap of various groups, subgroups, as well as individual students.*
- 3. Paraprofessional, under the directions of the teachers, will work with the class at large so classroom teachers can work specifically with focal students. The teachers and paraprofessional will assess the students on an ongoing basis and plan accordingly.*

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:

- #1. There were no significant differences in how our GATE, EL and non-EL students performed on the CST/CAT6.**
- #2. 18% of our EL students and 13% of our EDY students scored in the lower level quintiles/performance levels (Below Basic & Far Below Basic) on the CST in English Language Arts.**
- #3. 31% of our EL students scored in the lower performance levels (Early Intermediate & Beginning) on the CELDT.**

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

Objective 1: *All of our EL students will move up at least one performance level on the 07-08 CELDT, and all of our EL and EDY students will move up at least one quintile on the 07-08 CST.*

Objective 2: *All Special Education students will meet our school AYP, and there will be an increase in the number of students in the “proficient” level on the 07-08 CST.*

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

- 1. Teacher lesson plans and instructional practices will reflect alignment with the District Core Curriculum, address the Content and Performance Standards, and meet State guidelines for instructional minutes. Principal will monitor all of the above.*
- 2. Every identified Special Education students, as defined by the IEP, will receive developmentally appropriate access to the core curriculum as indicated by the IEP.*
- 3. Assessments will drive differentiated instruction for various student groups, including our focal students.*
- 4. District adopted ELD supplemental instructional materials will be utilized by the entire staff for the instruction of EL students at least 30 minutes a day.*

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, schoolwide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 3:

- #1. 44% of our 5th Graders scored Proficient and 12% of our 5th Graders scored Advanced on the 5th Grade California Science Standards Test.*
- #2. All classroom teachers need to make certain that they implement and instruct science for at least the minimal number of hours as per our state’s guideline every week. More professional development opportunities in the area of science need to be planned and implemented throughout the school year.*
- #3. Science instruction from Kindergarten to 3rd Grade needs to be strengthened in a structured manner.*

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

Objective 1: *At least 50% of JYC’s 5th Graders will score Proficient and at least 20% of our 5th Graders will score Advanced on the 07-08 California Science Standards Test.*

Objective 2: *We will surpass our 2006 API base target of 873. Our new API target will be 880.*

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

- 1. Science will be taught rigorously for at least the minimal number of hours as per our state’s guideline each week by all classroom teachers utilizing, in full, the new science series that will be adopted.*
- 2. Professional development in the instruction of science will be enhanced through collaborations with the City Science Program and the Department of Teaching & Learning.*
- 3. All students will be regularly and consistently assessed informally and formally in science by their classroom teachers through collaborative efforts with the City Science Program and the Department of Teaching & Learning.*

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:

- #1. The number of students suspended remained at 0.**
- #2. During the current 2006-2007 School Year, we have already had 6 students/families taking unexcused extended "middle of the school year" overseas trips.**
- #3. The number of unexcused tardies and absences need to be decreased for a handful of targeted students.**

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

Objective 1: JYC will continue with its positive reinforcement policies that will promote desirable student behavior. The staff will involve our parents in the implementation of these policies.

Objective 2: JYC will continue to track student absences and tardies, both unexcused and excused ones, so to lessen the interruptions on the overall school and learning environment.

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

- 1. JYC parents will help JYC staff in the implementation of various positive reinforcement programs/policies.**
- 2. JYC will fully utilize the SIS in tracking student absences and tardies.**
- 3. JYC will utilize the school newsletters as well as classroom newsletters in order to communicate our expectations with student behavior and attendance related issues.**

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, schoolwide programs, school-based curricular instructional or programmatic improvements.

Data Conclusions related to Goal 5:

- #1. A greater number of parents have been attending our SSC meetings.**
- #2. Parents have readily expressed how happy they are with the high level of communication, especially in the area of written communication, between the school at large, the various classrooms, and the parents.**

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

Objective 1: Significantly increase the involvement of a broad base of parents and community at the school level.

Objective 2: Enhance/maintain communication with parents and community.

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

- 1. A school website will be developed and each classroom teacher will update her/his own sub-section of the website.**
- 2. Parents on the SSC as well as parents at large will be asked to take on more active roles in the overall decision-making process of our school.**
- 3. School Newsletters will be published monthly. Classroom Newsletters will be published every other week. Student Progress Updates will also be shared every other week.**

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: *All students, including one who have been identified as underperforming*

Performance gains expected for these students: *To move up to the top quartile on the 1st Grade Brigance*

Means of evaluating *progress* toward this goal: *Classroom teacher generated assessments; 1st Grade Brigance*

Group data needed to measure academic gains: *Disaggregated 2007-2008 Brigance assessment data/results*

Objective #1

- *50% of our 1st graders will score in the 51-75 local %ile on the 1st Grade Brigance. 35% of our 1st graders will score in the 76-99 local %ile on the 1st Grade Brigance.*

Objective #2

- *50% of our EL 1st graders will score in the 51-99 local %ile on the 1st Grade Brigance. 35% of our EL 1st graders will score in the 51-99 local %ile on the 1st Grade Brigance.*

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
1.1 Alignment of standards-based instruction to content standards <i>a. K & 1st Grade Teachers and paraprofessional will coordinate the use of instructional strategies and supplementary materials that are responsive to the individual needs and learning styles of all students, including those who are identified as our focal students.</i> <i>b. K & 1st Grade Teachers, paraprofessional, and parents/community volunteers will develop and/or reproduce instructional materials that meet the individual needs and learning styles of their</i>	<i>K & 1st Gr. Teachers, Para, & Principal</i> <i>K & 1st Gr. Teachers, Para, Parent/Community Volunteers, &</i>	<i>August – June</i> <i>August – June</i>	<i>Instructional Materials</i> <i>Instructional Materials</i>	<i>SIP, LEP, SpEd, WSF, CD, Title I</i> <i>SIP, LEP, SpEd, WSF, CD, Title I</i>

<p><i>students so that they can have fully participate in a rigorous core curriculum. When appropriate (based on the student's learning style), hands-on materials will be used.</i></p> <p><i>c. All classrooms will maintain a classroom library.</i></p> <p><i>d. All classrooms will participate in the full implementation of all district adopted curriculum programs.</i></p> <p><i>e. Staff will link standards to instructional alignment.</i></p>	<p><i>Principal</i></p> <p><i>Teachers</i> <i>Teachers</i></p> <p><i>Staff</i></p>	<p><i>August – June</i> <i>August – June</i></p> <p><i>August – June</i></p>	<p><i>Title V Library Funds</i></p>	<p><i>Title V Library Funds</i></p>
<p>1.2 Improvement of research-based instructional strategies and materials</p> <p><i>a. Tachers will use a variety of researched-based instructional strategies to better meet the needs of their students.</i></p> <p><i>b. Computers will be utilized as an integral part of our students' learning activities. Computers in the Computer Lab will be used to facilitate written communication. Computers will also be used in teaching and maintaining skills.</i></p> <p><i>c. All students will use the Internet as a part of their learning and assessment activities. The assessment activities will then guide the staff's instruction.</i></p> <p><i>d. Teachers will utilize a variety of age appropriate ability appropriate, and researched-based instructional strategies in the classroom in order to address the achievement gap of various groups, subgroups, as well as individual focal students.</i></p>	<p><i>Teachers & Principal</i></p> <p><i>Teachers & Para</i></p> <p><i>Teachers & Principal</i></p> <p><i>Teachers & Para</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p>		
<p>1.3 Extended learning time/increased educational opportunity</p> <p><i>a. Paraprofessional, under the directions of the teachers, will work with the class at large so classroom teachers can work specifically with focal students. The teachers and paraprofessional will assess the students on an ongoing basis and plan</i></p>	<p><i>Teachers & Para</i></p>	<p><i>August – June</i></p>		

<p><i>accordingly.</i></p> <p><i>b. All classes will visit the school and/or public libraries on a regular basis. All students will be encouraged to have public library cards.</i></p> <p><i>c. All students will participate in school assemblies as active participants and as a part of the overall school curriculum. Parents will be invited to participate in these assemblies.</i></p>	<p><i>Teachers & Para</i></p> <p><i>Teachers, Para, Parents, & Principal</i></p>	<p><i>September – May</i></p> <p><i>September – June</i></p>	<p><i>Assemblies ~\$2,000</i></p>	<p><i>Parent Teacher Club</i></p>
<p>1.4 Staff development and professional collaboration</p> <p><i>a. The staff will attend district held professional development workshops (Professional Development Institute, etc.), seminars (best instructional practices, etc.), and inservices (upcoming Science adoption, etc.) in order to enhance our professional growth.</i></p> <p><i>b. The staff will attend site based professional development workshops, seminars, and inservices (best instructional practices, writing, student management, etc.) in order to enhance our professional growth in conjunction to district held professional development opportunities.</i></p> <p><i>c. Teachers will attend staff meetings twice every month with part of the second staff meeting devoted to professional development/grade level meetings.</i></p> <p><i>d. Teachers are encouraged to find and attend other professional development opportunities (grant writing, etc.) that are not district or site based.</i></p>	<p><i>Staff</i></p> <p><i>Staff</i></p> <p><i>Teachers</i></p> <p><i>Teachers</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – May</i></p>	<p><i>Professional Development \$2,814.65</i></p>	<p><i>Title I</i></p>
<p>1.5 Involvement of staff, parents and community</p> <p><i>a. Parents and community volunteers will be assigned to individual students in the “Everybody Wins” Reading Program. These volunteers will read with their assigned students on a one-to-one basis weekly during lunch.</i></p>	<p><i>Secretary & Principal</i></p>	<p><i>September – June</i></p>		
<p>1.6 Non-academic support services (auxiliary services) for students and parents</p> <p><i>a. Kindergarteners, 1st Graders, and 2nd Graders will</i></p>	<p><i>Teachers &</i></p>	<p><i>September – May</i></p>		

<i>participate in the Take Home Books Reading Program.</i>	<i>Principal</i>			
1.7 Monitoring program implementation and results <i>a. Teachers will administer district as well as state assessment tests to all students.</i>	<i>Teachers & Principal</i>	<i>September – May</i>		
<p>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: <i>EL, EDY, SpEd, GATE & Focal students</i> Performance gains expected for these students: <i>5 NPR points in the Reading portion of the 2007-2008 CST; Increase the % of 4th Graders who will score a “5” or higher on the CWSA; Increase the number of EL students who will score in the “Early Advanced” or “Advanced” levels on the CELDT</i> Means of evaluating progress toward this goal: <i>2007-2008 CST/CAT6 for EL, EDY, SpEd, GATE, & Focal students; 2007-2008 CWSA for EL, EDY, SpEd, GATE, & Focal students; 2006-2007 CELDT for EL students</i> Group data needed to measure academic gains: <i>Disaggregated 2007-2008 CST/CAT6 results; Disaggregated 2007-2008 CWSA results for EL, EDY, SpEd, GATE, & Focal students; Disaggregated 2007-2008 CELDT results for EL students</i></p> <p>Objective #1</p> <ul style="list-style-type: none"> <i>All of our EL students will move up one performance level on the 07-08 CELDT, and all of our EL and EDY students will move up one quintile on the 07-08 CST.</i> <p>Objective #2</p> <ul style="list-style-type: none"> <i>All Special Education students will meet our school AYP, and there will be an increase in the number of students in the “proficient” level of the 07-08 CST.</i> 				

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
2.1 Alignment of instruction with content standards <i>a. Teacher lesson plans and instructional practices will reflect alignment with the District Core Curriculum, address the Content and Performance Standards, and meet State guidelines for instructional minutes.</i>	<i>Teachers & Principal</i>	<i>August – June</i>		

<p><i>Principal will monitor all of the above.</i></p> <p><i>b. Every identified Special Education student, as defined by the IEP, will receive developmentally appropriate access to the core curriculum as indicated by the IEP.</i></p> <p><i>c. All identified GATE or High Potential students will be provided with challenging and appropriate opportunities that extend or enhance the core curriculum, such as special projects, independent study, alternative/differentiated assignments, etc.</i></p> <p><i>d. Classroom practices will reflect “best practices” from the State Frameworks and Standards exemplars. Some prominent examples of these best practices may include: utilizing open-ended and self-directed projects to further stimulate the learning of GATE and high potential students, differentiated and individualized assignments for Special Education, EDY, EL, and Focal students, Total Physical Response, group/individualized instruction for Special Education, EDY, EL, and Focal students, etc.</i></p> <p><i>e. All EL students will receive instruction using ELD (English Language Development) strategies. Cantonese EL students may also receive instruction in their primary language. Supplementary instructional materials will be made available to all EL students regardless of home language.</i></p> <p><i>f. All Special Education students will be instructed according to their IEP’s. Teachers and paraprofessionals will use instructional strategies that are responsive to the individual needs and learning styles so that all Special Education students can participate successfully in the District’s core curriculum program. All Special Education students will also be mainstreamed with other students, as appropriate.</i></p>	<p><i>RSP Specialist, Teachers, & Principal</i></p> <p><i>GATE Coord., Teachers, & Principal</i></p> <p><i>Teachers & Principal</i></p> <p><i>Teachers</i></p> <p><i>Teachers, Para, RSP Specialist, RSP Para, & DIS Staff</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p>		
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<p><i>g. IEP's will be written and aligned to state core content standards and reflect students' present levels of performance.</i></p>	<p><i>RSP Specialist</i></p>	<p><i>August – June</i></p>		
<p>2.2 Improvement of instructional strategies and materials</p> <p><i>a. Classroom instruction will demonstrate the use of modifications, adaptations, extensions, and differentiation to address identified learning needs of students and meet the California Standards for the Teaching Profession.</i></p> <p><i>b. Differentiation strategies will be fully utilized by both general and special educators.</i></p> <p><i>c. All students with disabilities will have core curriculum materials and appropriate supplemental materials.</i></p> <p><i>d. Staff will fully implement the district adopted ELD supplemental instructional materials for the instruction of EL students.</i></p>	<p><i>Teachers & Principal</i></p> <p><i>Teachers & RSP Specialist</i></p> <p><i>Teachers & Principal</i></p> <p><i>Teachers, Para, RSP Specialist, RSP Para Principal</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p>		
<p>2.3 Extended learning time/increase educational opportunity</p> <p><i>a. Classes will be encouraged to take field trips as part of the core curricular program. The field trips will serve as a basis for other extended learning activities regarding the experiences.</i></p> <p><i>b. Without missing class time, paraprofessional will work with individuals and/or small groups of EDY and EL students to help them improve or maintain reading, writing, and math skills. The teachers and paraprofessional will assess the students in an ongoing basis and plan accordingly.</i></p> <p><i>c. School librarian, classroom teachers, and paraprofessional will work with students and staff in the school library to encourage reading.</i></p>	<p><i>Teachers, Parents, & Principal</i></p> <p><i>Teachers, Para, & Principal</i></p> <p><i>School Librarians, Teachers, & Para</i></p>	<p><i>September – June</i></p> <p><i>August – June</i></p> <p><i>September – May</i></p>		

<p>2.4 Staff development and professional collaboration</p> <p><i>a. The entire staff will attend district held professional development workshops, seminars, and inservices in order to enhance our instructional capacities especially with our EDY, EL, and Focal students.</i></p>	<p><i>Staff</i></p>	<p><i>August – June</i></p>		
<p>2.5 Involvement of staff, parents and community</p> <p><i>a. All Student Portfolios will be reviewed with parents during parent conferences.</i></p> <p><i>b. The School Success Team (SST) will meet twice a week on Thursdays and Fridays to assess students who have been referred for being potentially at-risk and the SST will make appropriate recommendations.</i></p> <p><i>c. In order to ensure that all students are succeeding, all classrooms will undergo a semi-annual Classroom SST process.</i></p>	<p><i>Teachers & Parents SST Members</i></p> <p><i>Teachers & Principal</i></p>	<p><i>November & March August – June</i></p> <p><i>November & March</i></p>		
<p>2.6 Monitoring program implementation and results</p> <p><i>a. All teachers will administer district as well as state assessment tests to all students.</i></p> <p><i>b. Teachers will utilize a 4-point standard rubric in order to assess the levels of students’ writing. As appropriate, all students will have access to computers for writing.</i></p> <p><i>c. All staff members will continue to self-monitor and cross-monitor the implementation of our district adopted curriculum.</i></p> <p><i>d. The school will utilize an IEP Master Calendar that integrates all IEP’s to ensure compliance with timelines.</i></p>	<p><i>Teachers & Principal Teachers & Principal</i></p> <p><i>Staff</i></p> <p><i>Staff</i></p>	<p><i>September – May</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></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

<p><i>utilizing our newly adopted science series.</i></p> <p><i>c. Classroom teachers will make certain that they are conforming to the state required number of minutes in science instruction.</i></p>	<p><i>Teachers</i></p>	<p><i>August – June</i></p>		
<p>3.2 Improvement of instructional strategies and materials</p> <p><i>a. All teachers will devise and implement informal as well as formal science assessments utilizing our newly adopted science series in order to better guide their instructional strategies.</i></p> <p><i>b. A science area will be established and maintained so that all science instructional materials/kits can be more easily accessible to teachers and students.</i></p> <p><i>c. We will seek to bolster our school-wide science program by: 1. Collaborating with the University of California @ San Francisco’s City Science Program, who will hopefully provide us with additional support; and 2. Fully utilizing the newly adopted science series with fidelity.</i></p>	<p><i>Teachers & Principal</i></p> <p><i>Teachers, Parents, & Principal</i></p> <p><i>Teachers & Principal</i></p>	<p><i>August – May</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p>		
<p>3.3 Staff development and professional collaboration</p> <p><i>a. All teachers will participate in on and off-site science related staff development workshops regarding the use of our newly adopted science series, classroom management, best instructional practices, time on-task techniques, etc. These professional development sessions will require and foster professional collaboration, according to the site staff development plan. Teachers will be surveyed as to needs. Depending on the specific professional development, these sessions will take place on an as needed basis.</i></p> <p><i>b. The Principal and other designated staff members will provide continual and vigilant support for any and all teachers on staff through classroom visitations, one-on-one advice/support type meetings, as well as demonstration lessons.</i></p>	<p><i>Teachers, Principal, & Central Staff</i></p> <p><i>Teachers & Principal</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></p>		

<p>3.4 Involvement of staff, parents and community</p> <p><i>a. Parents will be kept informed about curricular programs. Our School Secretary will handle the bulk of the translation work in Cantonese Chinese on these communiqués.</i></p> <p><i>b. Periodically, parents will be surveyed in their home language so they can have more input on curricular matters.</i></p>	<p><i>Teachers, Secretary, & Principal</i></p> <p><i>Secretary & Principal</i></p>	<p><i>August – June</i></p> <p><i>August, December, & March</i></p>		
<p>3.5 Monitoring program implementation and results</p> <p><i>a. In conjunction with the District Office, we will monitor all sign-in lists at various district/site based professional developments.</i></p> <p><i>b. Surveys returned by parents will be tabulated and the results of the overall surveys will be published periodically.</i></p> <p><i>c. Teachers will be engaged in ongoing self/cross-monitoring of student progress by sharing/exchanging progress information with other teachers. This will be done informally as well as formally during staff meetings and grade-level meetings.</i></p> <p><i>d. Principal will monitor all of the reform efforts through documentation, classroom visitations, and/or surveys.</i></p> <p><i>e. Teachers will utilize informal as well as formal assessments from our newly adopted science series in order to assess the levels of the students’ science proficiency.</i></p>	<p><i>Principal</i></p> <p><i>Secretary & Principal</i></p> <p><i>Teachers & Principal</i></p> <p><i>Principal</i></p> <p><i>Teachers & Principal</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p>		

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

Objective #1

- *JYC will continue with its positive reinforcement policies that will promote desirable student behavior. The staff will involve our parents in the implementation of these policies.*

Objective #2

- *JYC will continue to track student absences and tardies, both unexcused and excused ones, so to lessen the interruptions on the overall school and learning environment.*

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> <p><i>a. JYC will utilize a school-wide positive behavior model. School site staff, including our Learning Support Professional, will assist with the implementation of individual student behavior plans as needed.</i></p> <p><i>b. Students' work will be reproduced for display and/or distributed for the enjoyment to other students, staff, parents, and/or community.</i></p> <p><i>c. Teachers and students will participate in a school-wide recycling and composting program.</i></p> <p><i>d. Students and staff will organize a student nutrition & health campaign.</i></p> <p><i>e. "School Spirit Tickets" & "School Pride Tickets" will be issued to students for showing extra effort and to students for consistently wearing their school uniforms.</i></p> <p><i>f. At the end of each month, the Parent Teacher Club will open the "School Spirit Store" and allow the students opportunities to exchange "School Spirit Tickets" for certain prizes.</i></p> <p><i>g. School Safety Team, including our Learning</i></p>	<p><i>Staff</i></p> <p><i>Teachers</i></p> <p><i>Teachers</i></p> <p><i>Everyone!</i></p> <p><i>Teachers, Para, Parents, & Principal</i></p> <p><i>Teachers, Para, Parents, & Principal</i></p> <p><i>Teachers, Parents</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>September – May</i></p> <p><i>August – May</i></p> <p><i>September – May</i></p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p><i>Events ~\$300</i></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p><i>P.T.C.</i></p> <p></p>

<p><i>Support Professional, will review and edit School Safety Plan.</i></p> <p><i>h. Health Education activities will be planned and implemented.</i></p>	<p><i>& Principal Staff</i></p>	<p><i>August – May</i></p>		
<p>4.2 Staff development and professional collaboration</p> <p><i>a. The staff will attend professional development sessions that will emphasize the importance of positive reinforcement and at the same time, the necessity for a solid and firm classroom management plan/system.</i></p> <p><i>b. The staff will review and revise school Emergency Response Procedures as well as the Safe School Plan on a continual basis with collaboration and input from students and/or parents.</i></p> <p><i>c. The Learning Support Professional and the School Health Advocate will attend various district professional developments then in turn in-service the JYC staff.</i></p>	<p><i>Staff</i></p> <p><i>Staff, Students, & Parents</i></p> <p><i>Learning Support Professional, Health Advocate, & Staff</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p>		
<p>4.3 Engagement of staff, parents, community</p> <p><i>a. Staff will seek collaboration and input from parents in order to ensure a safe and secure school environment.</i></p> <p><i>b. The school will call the homes of absent students on a daily basis to find out why they are absent.</i></p>	<p><i>Staff & Parents</i></p> <p><i>Secretary</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></p>		
<p>4.4 Auxiliary services for students and parents</p> <p><i>a. JYC will continue our after-school collaboration with the Chinatown Beacon Center. The Chinatown Beacon Center will continue to run our after-school program for 40 of our neediest 3rd – 5th grade students based on their state assessment data from the prior school year.</i></p> <p><i>b. JYC will continue our lunch time collaboration with the Chinatown Beacon Center. The Chinatown Beacon Center will continue to run our Lunch Bunch Program for our 5th Graders.</i></p> <p><i>c. JYC will continue our after-school collaboration</i></p>	<p><i>Chinatown Beacon Center Staff & Principal</i></p> <p><i>Chinatown Beacon Center Staff & Principal</i></p> <p><i>Lily Cai Chinese</i></p>	<p><i>August – May</i></p> <p><i>September – May</i></p> <p><i>September – May</i></p>		

<p><i>with Lily Cai Chinese Dance Company. The Lily Cai Chinese Dance Company will continue to run a weekly Chinese dance program for 20 of our students for free.</i></p> <p><i>d. JYC will continue our after-school collaboration with the Chinatown YMCA. The Chinatown YMCA will continue to run an after-school childcare program for our students. The program will cost approximately \$350 per student per semester.</i></p> <p><i>e. With the support of the Chinatown YMCA, JYC will run an after-school foreign language learning program teaching Mandarin Chinese and Cantonese Chinese. The specific logistics of the program will be determined during the Spring Semester of 2007.</i></p>	<p><i>Dance Company Staff & Principal</i></p> <p><i>Chinatown YMCA Staff & Principal</i></p> <p><i>Chinatown YMCA Staff & Principal</i></p>	<p><i>August – June</i></p> <p><i>September – May</i></p>		
<p>4.5 Monitoring program implementation and results</p> <p><i>a. The school will closely monitor all of the activities stated under this goal and the results of the monitoring will be share with all stakeholders involved. The monitoring will take place in the form of surveys, community meetings, collection of data, etc.</i></p> <p><i>b. The school will make necessary referrals to central office (attendance issues, etc.) and outside agencies (Department of Social Services, etc.).</i></p>	<p><i>All Staff & Parents</i></p> <p><i>All Staff & Parents</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></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

- *Significantly increase the involvement of a broad base of parents and community at the school level.*

Objective #2

- *Enhance/maintain communication with parents and community.*

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Timeline	Related Expenditures/ Estimated cost	Funding Source
<p>5.1 Active parent involvement in decision making process</p> <p><i>a. Parents and staff will work together to get other parents more actively involved in the school and in school activities. Parents will be encouraged to participate and get involved in the decision making process.</i></p> <p><i>b. The school will host a Back-to-School Night in order for parents to have a chance to meet their child’s teacher and to learn more about the school’s programs.</i></p> <p><i>c. Parents and staff will work together on fundraising activities, if needed, so that the school can purchase much needed instructional materials and supplies.</i></p>	<p><i>Staff & Parents</i></p> <p><i>Staff & Parents</i></p> <p><i>Staff & Parents</i></p>	<p><i>August – June</i></p> <p><i>September</i></p> <p><i>September – May</i></p>		
<p>5.2 Ongoing communication with parents</p> <p><i>a. A monthly school newsletter will be sent home highlighting school activities. Classroom newsletters will be published every other week highlighting the activities of specific classrooms. The newsletters will be translated into Chinese. The newsletter will be published and reproduced using school computers and other reproduction equipments.</i></p> <p><i>b. Student Progress Updates will be provided every other week by all classroom teachers.</i></p> <p><i>c. Teachers will conduct two parent conferences per school year in order for parents to have opportunities to meet and discuss the progress of their child(ren) with the classroom teachers.</i></p> <p><i>d. The School Site Council (SSC), the English Language Advisory Committee (ELAC), and the Parents Teachers Club (PTC) will meet monthly to review and evaluate the school’s overall educational</i></p>	<p><i>Teachers, Secretary & Principal</i></p> <p><i>Teachers</i></p> <p><i>Teachers & Parents</i></p> <p><i>Staff & Parents</i></p>	<p><i>September – May</i></p> <p><i>September – May</i></p> <p><i>November & March</i></p> <p><i>September – May</i></p>		

<p><i>program.</i></p> <p><i>e. All parents will be surveyed regarding their assessment of the school’s programs, their needs, and their recommendations for the school.</i></p> <p><i>f. The school will pass out all District approved flyers, as soon as the flyers are available, that will encourage the students and the parents to take part in after-school, weekend, and summer extracurricular activities.</i></p> <p><i>g. A school website will be developed and each classroom teacher will update her/his own sub-section of the website once every other week.</i></p> <p><i>h. Parents of Focal students will be informed of any and all school-wide as well as district-wide activities that might be of benefit for them to attend.</i></p> <p><i>i. Parents of GATE and high-ability students will be informed of all GATE related activities at the classroom, school, and district levels.</i></p>	<p><i>Staff & Parents</i></p> <p><i>Teachers, Secretary, & Principal</i></p> <p><i>Volunteers, Teachers, & Principal</i></p> <p><i>Teachers, Secretary, & Principal</i></p> <p><i>Teachers, Secretary, GATE Coordinators, & Principal</i></p>	<p><i>February</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p>		
<p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students</p> <p><i>a. Translators in Spanish, Vietnamese, Cantonese, and Mandarin will be available at parent meetings and workshops to assist those parents who do not speak English.</i></p> <p><i>b. Newsletters and notices will have Chinese translation before they are sent home.</i></p> <p><i>c. All parents, including parents of EDY, Special Education, GATE, EL, and Focal students will be engaged in the overall decision making process at JYC.</i></p> <p><i>d. Parents of students with disabilities will be informed of their child’s progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP.</i></p>	<p><i>Staff</i></p> <p><i>Staff</i></p> <p><i>Staff</i></p> <p><i>Staff</i></p>	<p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p>		
<p>5.4 Providing education opportunities for parents</p>				

<p>a. <i>Parents will be encouraged to attend parent education workshops on topics such as the reading/language arts program, the mathematics program, the science program, and the social studies program.</i></p> <p>b. <i>Parents will be encouraged to attend parent education workshops on how to help their children at home.</i></p>	<p><i>Staff & Parents</i></p> <p><i>Staff & Parents</i></p>	<p><i>August – May</i></p> <p><i>August – May</i></p>		
<p>5.5 Involvement of community partners</p> <p>a. <i>Community partners will be invited to participate in various school activities and for special projects..</i></p> <p>b. <i>The staff will actively recruit parents and community volunteers to participate in the school’s “Everybody Wins” Reading Program. Volunteers will be assigned to individual students who will read with them on an one-to-one basis weekly.</i></p> <p>c. <i>All classes will participate in the Junior Achievement program.</i></p> <p>d. <i>Certain selected 5th Graders will participate in the “Lunch Bunch” mentoring program.</i></p> <p>e. <i>The staff and/or parents will solicit donations of supplies and equipment from local business organizations for school use.</i></p> <p>f. <i>The staff and/or parents will facilitate interagency collaboration by contacting and working with community agencies such as the Chinatown Beacon Center, S.F. Department of Public Health, Wu Yee Children Center, Cross Cultural Family Center, Chinatown YMCA, Department of Public Housing, etc.</i></p>	<p><i>Teachers & Principal Staff</i></p> <p><i>Staff</i></p> <p><i>Chinatown Beacon Center Staff & Parents</i></p> <p><i>Staff & Parents</i></p>	<p><i>August – May</i></p> <p><i>August – May</i></p> <p><i>May</i></p> <p><i>September – May</i></p> <p><i>August – June</i></p> <p><i>August – June</i></p>	<p><i>Parent Involvement</i> <i>\$562.93</i></p>	<p><i>Title I</i></p>
<p>5.6 Monitoring program implementation and results</p> <p>a. <i>We will monitor the level of participation, returned surveys, and sign-in sheets to gauge the implementation of the programs and the activities under this goal.</i></p>	<p><i>Staff</i></p>	<p><i>August – June</i></p>		

