

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement
2007-2008 School Year

West Portal Elementary
School

38684786041727
CDS Code

March 27, 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.

ACADEMIC PROGRAM SURVEY

The Academic Program Survey (APS) is an assessment tool developed by California Department of Education (CDE) for schools to examine implementation of the nine Essential Program Components (EPCs) which serves as a guide for schools to improve student academic achievement and identify areas of strength and weakness. Submit the completed APS to your Assistant Superintendent separate from the Academic Plan and Budget.

Each component will be rated on a scale of 0 to 3, as follows (**BOLD** the appropriate rating):

- 3** – Full level of implementation
- 2** – Substantial level of implementation
- 1** – Partial level of implementation
- 0** – Minimal level of implementation

All components in the academic survey must receive at least a rating of 2 for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation.

<p>1. Instructional Program</p> <p>To what extent have state-adopted (K-8) or standards-aligned (9-12) ELA and math curriculum and instructional materials (core and intervention) been implemented?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> students at all grade or program levels have and <u>appropriately</u> use on a daily basis the most recent state-adopted instructional program in ELA and math – “2 - Substantially” means that <u>all</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “1 - Partially” means that <u>some</u> students at all grade or program levels have and use on a daily basis the most recent state-adopted instructional program in ELA and math – “0 - Minimally” means that <u>no</u> students use on a daily basis the most recent state-adopted instructional program in ELA and math 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	ELA	3	2	1	0	Math	3	2	1	0	Math Intervention	3	2	1	0
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Math Intervention	3	2	1	0																	
<p>2. Instructional Time</p> <p>To what extent is the school adhering to recommended instructional time for core and intervention classes in ELA and math (K-8) and high school access to standards-aligned core courses?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> classrooms have the appropriate time allocations for students – “2 - Substantially” means that <u>75%</u> of classrooms have the appropriate time allocations for students – “1 - Partially” means that <u>half</u> of classrooms have the appropriate time allocations for students – “0 - Minimally” means that <u>few</u> classrooms have the appropriate time allocations for students 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>ELA Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math:</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Math: Intervention</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	ELA Intervention	3	2	1	0	Math:	3	2	1	0	Math: Intervention	3	2	1	0
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<p>3. Principals’ Instructional Leadership</p> <p>To what has the school administrator attended leadership training on adopted curriculum and instructional materials—AB 75, reauthorized as AB 430?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that the principal and at least one vice principal (if applicable) have received AB 75/AB 430 training in ELA and math, including 40 hours each of training and practicum – “2 - Substantially” means that either the principal or the vice principal (if applicable) have received AB 75/AB 430 training, and plans exist for the other administrator to be trained within one year – “1 - Partially” means that the principal and/or vice principal (if applicable) has made arrangements to take AB 430 – “0 - Minimally” means neither the principal nor vice principal have made arrangements to take AB 430 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0										
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<p>4. Teachers’ Professional Development Opportunities</p> <p>To what extent are classroom teachers highly qualified, fully credentialed, and participating in training on adopted curriculum and instructional materials?</p> <hr/> <ul style="list-style-type: none"> – “3 - Fully” means that <u>all</u> ELA and math teachers have completed AB 466 training, reauthorized as SB 472 – “2 - Substantially” means that <u>75%</u> of ELA and math teachers have completed AB 466/SB 472 training, and there is a plan to train the remaining teachers within one year – “1 - Partially” means that <u>half</u> of ELA and math teachers have completed AB 466/SB 472 training – “0 - Minimally” means that <u>few</u> ELA and math teachers have completed AB 466/SB 472 training 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">ELA</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">0</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>	ELA	3	2	1	0	Math	3	2	1	0										
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<p>5. <u>Student Achievement Monitoring System(s)</u> To what extent does the school have an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that curriculum-embedded assessments are administered regularly and the data from the assessments are being used in a timely manner to determine student progress and modify instruction - “2 - Substantially” means that curriculum-embedded assessments are administered <u>regularly</u> - “1 - Partially” means that curriculum-embedded assessments are <u>sometimes</u> administered - “0 - Minimally” means that curriculum-embedded assessments are <u>rarely</u> administered 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>6. <u>Ongoing Instructional Assistance and Support for Teachers</u> To what extent does the school provide instructional assistance and support to teachers (i.e., coaches and content specialists) in the core subjects?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides <u>appropriate</u> instruction assistance to support teachers in delivering ELA and math instruction using the adopted materials - “2 - Substantially” that the school provides <u>adequate</u> instruction assistance to support teachers - “1 - Partially” that the school provides <u>limited</u> instruction assistance to support teachers - “0 - Minimally” that the school provides <u>little or no</u> instruction assistance to support teachers 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>7. <u>Monthly Teacher Collaboration by Grade/Content Level</u> To what extent does the school facilitate and support instructional program and/or department level collaboration in order to plan and discuss lesson delivery (e.g., use of regularly scheduled meetings focused on less delivery) for the adopted program in ELA and math?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school provides opportunities on a regular and <u>frequent</u> basis (preferably two, one-hour meetings per month) for teachers to collaborate by grade or program level around issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in ELA and math - “2 - Substantially” means that the school provides <u>regular</u> opportunities for teachers to collaborate by grade or program level - “1 - Partially” means that the school provides <u>limited</u> time for teachers to collaborate by grade or program level - “0 - Minimally” means that the school does not provide opportunities for teachers to collaborate by grade or program level 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>8. <u>Lesson Pacing Schedule (K-8)/Intervention (9-12)</u> To what extent does the school prepare and distribute an annual school-wide pacing schedule for the core subjects in order for all teachers to know what each lesson is expected to be taught and in what sequence to ensure content coverage?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that a pacing schedule is in use in <u>all</u> grade or instructional levels offered at the school - “2 - Substantially” means that a pacing schedule is in use in <u>75%</u> of grade or instructional levels - “1 - Partially” means that a pacing schedule is in use in <u>half</u> of grade or instructional levels - “0 - Minimally” means that a pacing schedule is in use in <u>few</u> of the grade or instructional levels 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>
<p>9. <u>Fiscal Support</u> To what extent are the school’s general and categorical funds used appropriately to support the ELA and math program goals in the school plan?</p> <hr/> <ul style="list-style-type: none"> - “3 - Fully” means that the school uses its general and categorical funds to support <u>all</u> ELA and math program goals in the school plan - “2 - Substantially” means that the school uses its general and categorical funds to support <u>75%</u> of ELA and math program goals in the school plan - “1 - Partially” means that the school uses its general and categorical funds to support <u>half</u> of ELA and math program goals in the school plan - “0 - Minimally” means that the school uses its general and categorical funds to support <u>few</u> of the ELA and math program goals in the school plan 	<p>ELA 3 2 1 0</p> <p>Math 3 2 1 0</p>

DATA SUMMARY

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

EXECUTIVE SUMMARY

Analysis of Current Educational Practice

The following questions will help you reflect on current educational practices at your school and its impact on improving student achievement, and to craft your academic plan for the 2007-2008 school year:

Currently, what are the two or three (2-3) key objectives for the school in 2006-2007 (across the five District goals)? For each objective, please briefly answer the following questions, if applicable:

- a) What key strategies and high-leverage activities are being implemented in order to achieve those objectives?**
 - b) What challenges or barriers (within the school) is the school facing and how is the school trying to overcome them?**
 - c) How are resources (WSF and categorical funds) being aligned school-wide to achieve those objectives, especially services and supports to enable under-performing students to meet standards?**
 - d) What and how are additional family, school, district and community resources used to assist these students and what impacts have been observed?**
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Current-Year Objective 1:

At least 35% of targeted students (students at basic or below in CST-ELA and Math) will move to above basic on the CST in ELA and MATH. Focus has been placed on identifying the targeted students and creating a plan of action, which includes interventions and instructional strategies. High leverage activities include:

1. Staff met to analyze, discuss, and evaluate achievement data disaggregated by gender, ethnic groups, ELL, Special Education, EDY status as provided by the Accountability and Assessment office to plan for improvement in levels of achievement and coordination of an all school plan.
2. Targeted students (those at – risk academically as per assessments and teacher recommendation) are provided extra help in tutoring center and America Reads, an early intervention pullout program.

The challenges that the school faced was finding time to meet and focus on the data as a whole staff and in grade levels. Also, it took a while to organize and implement the tutoring program due to the adjustments to the budget based on the Final Allocation and the extended hour process.

The resource that was used for the tutoring center was Discretionary Block Grant (res.-73960). A number of our targeted students were included in specifically designed instructional support groups along side our RSP students. Additional resources that were used to support these students were the volunteers from the America Reads Program and parents that provide one-on-one support for specifically selected students.

Current-Year Objective 2:

There will be a School Wide Writing Performance-based assessment that will show an average of one point rubric growth from the beginning of the school year score to the end of the school year score at all grade levels. A performance-based writing assessment that can

show growth within a school year as well as from year to year will give the school valuable data that can help drive instruction and establish focus areas within the writing strand. High leverage activities include:

1. A performance-based assessment in writing will be developed school wide that will be administered at the beginning and end of the 2006-2007 school year with the purpose of showing performance growth in Writing.
2. West Portal staff will meet to establish rubrics consistent with the state-wide writing standards at each grade level and will meet to score the students writing, discuss areas of weakness and establish focus areas based on students performances on assessment.

The main challenges the school faced centered on the consistency from grade level to grade level in the creation of the rubrics and the procedures for administering. Grade level teams took time to look at many sample rubrics and developed one for their grade level. The rubrics were then shared to the whole staff and adjustments were made to create a similarity so that they could be used to show growth from year to year. The procedures for administering were discussed and made appropriated for the specific grades but also consistent school-wide. Another challenge was finding the time for both grade level planning and whole staff planning was a challenge. In order to address this challenge, there were some funds used to provide teachers subs to allow them a grade level workday, but most of the time was spent during grade level meetings and part of the one professional development day.

Current-Year Objective 3:

50% of Staff and Grade level Meetings will be dedicated to improving instructional delivery by reviewing student work and assessment data. Dedicating half of our meeting time to looking at and planning around student performance (work) will enable teachers to look at the teaching and learning that is occurring in their classrooms and make improvements in their instruction and instructional delivery. High leverage activity include:

1. Teachers will spend time during grade level meetings and staff meetings looking at sample student work and discussing best teaching practices.

The challenge that the staff faced was time. So much of our grade level and staff meeting time is spent discussing issues that are outside the realm of student work, it leaves very little time for reviewing student work as a staff or within our grade level teams. This is a challenge that has not been overcome but steps have been taken to address it. Announcements have been sent out regularly and attached to staff and grade level agendas in order to alleviate time within meetings in making announcements. Only discussion or action items are now given time at meetings. The grade level leads have brought issues to the leadership team meeting, which have been discussed and resolved by the leadership team. This has freed up time at grade level and staff meetings that would have been spent on these issues.

Priorities for 2007-2008

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP targets. Below are the data conclusions for each of the five District Goals and the school's key objectives and strategies for the upcoming 2007-2008 school year.

Goal 1: Academic Achievement

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

Data Conclusions for Goal 1

Questions to cover:

- 1. What are the key data findings observed from last year's CST? What achievement gaps exist (can be grade-level gaps, subject-subject, by racial subgroups, EL vs. non-EL students, Special Ed vs. non-Special Ed students, EDY vs. non-EDY students, etc.). [Note: The overall performance of English learners, Special Ed, and socio-economically disadvantaged students should be addressed in Goal 2; however, any achievement gaps that exist for or within these subgroups should be addressed here in Goal 1.]*
 - 2. What patterns or trends have been observed over multiple years?*
 - 3. What additional school data was analyzed, if any (i.e. data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*
-

Key Findings:

The 2006 California API report shows that our students made important gains in their academic performance. Our 2006 API Growth is 900, an increase of 1 from 2005 API Base of 899, which is above the statewide performance target of 800. We tested 100% of our eligible students. Based on the California Standards Tests (CST) in 2005/2006, 79% of 14 students (or 11 students) moved from below basic in 2005 to basic or above basic in 2006 in ELA including 3 that moved to proficient or above. In Math, 40% of 10 students (or 4 students) moved from below basic in 2005 to basic or above basic in 2006 including 2 who moved to proficient. In ELA, 35% of 43 students (or 15 students) moved from basic in 2005 to proficient or above in 2006 in ELA and in Math 32% of 34 students (or 11 students) move from basic in 2005 to proficient or above in 2006.

On the 2006 ELA CST of all our tested West Portal students (363 students), 74% of our tested students scored at or above proficient, which was a slight drop from 77% in 2005. In Math 83% scored at or above proficient in 2006, which was about equal to the 82% in 2005.

Amongst our two largest subgroups, English Learners (EL) (123 students) and Economically Disadvantaged Students (EDY) (122 students) the gap has been closing when compared to Fluent English Proficient/English Only (FEP) and Non-Economically Disadvantaged Students respectively. In CST ELA, EL students had 66% of their population score proficient or above compared to 76% of FEP and in Math 83% of EL students scored proficient or above compared to 81% of FEP. Our EDY students 80 or 65.6% scored proficient or above on CST ELA compared to 78% of non-EDY students, a 12.5% difference. On the CST Math in 2006, 98 or 80.3% of these students scored Proficient or above which was 3.7% less than the 84% of non-EDY students.

Of the other student sub-populations in 2006, our African American students (13 students) 4 or 31% scored proficient or above. All 4 students were in grades 2 and 3. In CST Math, these same students 7 of 13 or 53% scored proficient or above. 6 of the 7 proficient students were in grades

2 or 3. Our Hispanic or Latino students in 2006 (16 students), 10 or 63% scored proficient or above in CST ELA and 11 or 65% scored proficient or above on the CST Math. This data reveals in relation to the achievement gap for our ELL population that when comparing them (ELL Population) to whole school in ELA there is only a 1.6% difference while when comparing the EL students with the FEP students there is a 10% difference. The ELL population has higher percentage of students proficient in Math compared to the whole school population and when comparing the EL with the FEP. The EDY students in ELA have more of a gap between them selves and the Non-EDY, 14%, as far as the percentage of proficient students in each group while in math there is only a 5% difference. In other much smaller sub groups, specifically African Americans, there still exists a large gap between our overall school wide scores and our major these populations. Although the African American population makes up just 3.6% of the students tested in 2006, the 30.8% of African American students at Proficient and above is 43.6% below the overall school population percentage of proficient or above. This needs to be addressed. By targeting all students who are basic or below in both ELA and Math, focus and providing support and differentiated instruction, and specifically designed interventions both in the classroom and out, we will be able to better meet the needs of these students. We will continue to set high expectations for all of our students and strive to improve our instruction to help them reach new goals.

Key Objectives for Goal 1

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 1 for the school.]

Objective 1:

The school will meet its AYP targets in 2007 including all identified sub-populations.

Objective 2:

At least 30% of targeted students (students at or below basic) who are ELL, EDY and African Americans will move to proficient or above on the CST in ELA and Math.

Key Strategies for Objectives

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved student achievement.]

Key Strategy 1:

Providing academic support within and outside the classroom through individualized instruction will allow these students to be taught in a way that is most effective and efficient for their individual learning needs.

Key Strategy 2:

Providing before, during and after school interventions will allow these students to receive additional supports and attention in areas for need academically.

Goal 2: Academic Equity

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

Data Conclusions for Goal 2

Questions to cover:

- 1. What special programs (Special Education, GATE, Honors, AP, ELD, language immersion, arts magnet, etc.) are offered at your school?*
 - 2. What are the key data findings observed for students participating in these programs from last year's CST? [Note: If academic achievement for students in these programs was disaggregated by racial subgroup and any achievement gaps were observed, these gaps should be discussed in Goal 1.]*
 - 3. Are any racial subgroups underrepresented or overrepresented in certain programs (i.e. low African American students in GATE, Honors, and/or AP programs, high numbers of EL students in Special Education)?*
 - 4. What patterns or trends have been observed over multiple years?*
 - 5. What additional school data was analyzed (can be data gathered from benchmark assessments, pre/post tests administered, surveys, attendance data, etc.) and what are the key patterns or trends observed?*
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Key Findings:

The assurance of access of all students to a comprehensive education of the core curriculum includes equal access for English Language Learners (ELL), Special Education Students (Sped) and Gifted and Talented Students (GATE).

Our English Language Learners (123 students) 89 or 72.4% scored at or above proficient on CST ELA, which is an 8.5% gain improvement from 2005, 63.9%. In Math, of these ELL students, 107 or 85.6% scored at proficient or above which is a 7.2% improvement from 2005, 78.4%. During the 02/03 school year 36% of our 3rd through 5th grade ELL students (24 out of 67 students) were reclassified from LEP to FEP while during the 03/04 school year 32% or 19 out of 59 third to fifth grade ELL students were reclassified. In the 04/05 school year 42% or 17 out of 41 ELL students in 3rd through 5th grade have been reclassified from LEP to FEP and in 05/06 43% or 21 out of 49 ELL students have been reclassified. So far in 06/07, 40% or 30 out of 74 have been reclassified. There has been a decline in the amount of LEP students in the third through fifth grades even though there has been an increase in our K through second grade EL students over these same years (77 in 02/03, 96 in 03/04, 112 in 04/05, 133 in 05/06 and 129 in 06/07). This indicates that although our lower grade ELL population is growing, we have been able to provide both in classroom and out of classroom ELD which enable a large percentage of these to be eligible for reclassification by their 3rd, 4th, or 5th grade year.

Our Special Education Students, which include both Inclusion Students and Resource Specialist Students, showed growth on the 2006 CST in ELA and Math as compared to 2005. In ELA, 14 of the 36 SPED students who took the test scored proficient or above compared to 10 out of 34 the year before. In math, 19 out of the 36 SPED students scored proficient or above compared to 12 out of 34 Sped students the year before. The documented collaborative meetings between Special Ed teachers, the classroom teachers and the paraprofessionals have insure that these students IEPs are consistent with state core content standards and reflect the individual students level of performance.

Our identified GATE students' CST Scores have shown a steady growth over the years in the average scale score on the ELA from 2003 to 2006 (415.5 in 2003, 408.6 in 2004, 424.5 in 2005 and 428.2 in 2006) and on the CST Math (443.9 in 2003, 447.5 in 2004, 462.4 in 2005 and 454.2 in 2006). None of our GATE students are underachieving as determined by CST testing. These

students have been provided an increased amount of differentiated instruction through the use of a project based learning approach. The 4th and 5th grade teachers in particular have collaborated to share expertise in content and effective strategies in implementing this approach. The Project Based Learning approach in Science utilized by 4th and 5th grade teachers has spread to the other subject areas (Language Arts and Social Studies)

Due to these overall increases in CST scores amongst our sub groups and the increased realization that a large percentage of our total students are performing at Proficient or above (74% in ELA and 83% in Math), it is important to start looking at other school wide assessments in order to gather more informative data about our school effectiveness in providing equitable access to a comprehensive program. Performance-based assessments will be used to show growth in the K-2 students who have not yet taken the CST and continue through 5th grade. These performance-based assessments will provide data that the CST cannot, such as academic achievement and growth in students who are performing well below or well above grade level standards. Such assessments that are performance and standards-based will show students' performance progress from grade level to grade level. Students and parents need to be surveyed to gather data about their satisfaction with the access to the educational program being offered by West Portal School. The CST data along with the performance-based data and the student and parent surveys will be valuable in not only showing student progress, but also in giving teachers valuable data to be used to adjust their teaching to ensure equitable access to a comprehensive educational program.

Key Objectives for Goal 2

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 2 for the school.]

Objective 1:

By June 2008, Students, Staff and Parents will show a 10% increase in general satisfaction with regards to student access to a comprehensive educational program based on Student, Staff and Parent Surveys.

Objective 2:

Over 50% of the 5th grade students will score at or above proficient on the 2007 CST Science.

Objective 3:

Based on the scores of the School Wide Writing Performance-based assessment, Students will show an average of one point rubric growth from the beginning of the school year score to the end of the school year score at all grade levels.

Key Strategies for Objectives

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved student achievement.]

Key Strategy 1:

From the analysis of the data extrapolated from the Student, Staff and Parent Surveys given out in February and June 2007, the SSC along with the staff will look at creating an action plan that will address the access concerns highlighted from this analysis.

Key Strategy 2:

Teachers in grade levels will score and analyze areas of need in their students beginning of the year writing assessment and adjust their teaching to focus on those areas of weakness in their students writing.

Goal 3: Instruction Improvement

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

Data Conclusions related to Goal 3

[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]

Key Findings:

In the three Reading strands on the CST ELA in 2006 Word Analysis and Vocabulary showed the best results where the average percent correct for 2nd through 5th graders was 79.5% compared to 81.25% in 2005. While Literary Response and Analysis average percent correct was 78.75% in 2006 compared to 75.75% in 2005 and Reading Comprehension was 73.75% in 2006 compared to 74.25% in 2005.

On the Writing Strands, Writing Conventions showed the best results with the average percent correct being 81% in 2006 compared to 78.75% in 2005 while these same 2nd through 5th grade students average percent correct in Writing Strategies was 71.5% in 2006 compared to 72.75 % in 2005. On the Writing application strand which was given to just 4th grade students most students scored a 4 out of 8 (47%) or a 6 out of 8 (45%), while 5% scored a 8 out of 8 and one student scored a 2 out of eight. Compare these scores with 2005 when 72% scored 4 out of 8 raw while 11% scored 5, 13% scored 6, 1 student scored 7 and 2 students scored 8, there is no much difference.

On the CST Math in 2006, the 2nd through 5th grade students were strong in all the strands although we dropped slightly when compared to 2005. The average percent correct in Number Sense was 81% in 2006 compared 84.5% in 2005, in Algebra and Functions was 83% in 2006 compared to 84.25% in 2005, Measurement and Geometry 79.25% in 2006 compared to 81.25% in 2005 and in Statistics, Data Analysis and Probability was 89.75% in 2006 compared to 89% in 2005.

Scores broken down by grade level showed all percents correct at 75% or above in all content strands except for grade 2 at 67% on Writing Strategies; and 5th grade on Reading Comprehension at 60% correct, Writing Strategies at 65% correct, Number Sense at 71% correct and Measurement/Geometry at 64% correct.

In Science on the CST, which is taken at the fifth grade, there was a drop in the percentage of students at proficient or above. In 2006, 44.9% of the students scored proficient or above compared to 57.6% in 2005. This was a -12.7% difference from 2005 to 2006.

The 2006 CST data reveals that school wide there needs to be a focus put on the reading comprehension and writing strategies content clusters which at each grade level (2nd-5th) are the lowest compared to all the other content cluster and a focus on Science standards throughout the grade levels. There also needs to be more of an emphasis on how students are performing in the classroom due to the high number of students who perform well on the CST standardized test but need to be assessed on their performance applications of these standards. In order to get good data on how these students are applying their knowledge of the standards, two things need to be put in place. First, the teachers need to be surveyed to get information regarding effective learning modalities and professional development needs in improving the delivery of instruction to all West Portal Students. Second, there needs to be alternative assessments in place that give data that shows effectiveness in the delivery of instruction with in grade levels and from one

grade level to the next. These results from these assessments need to provide insights on how the delivery of instruction is effective in students' academic growth.

Key Objectives for Goal 3

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 3 for the school.]

Objective 1:

All Students, including a break down by grade level, will maintain an average of 70% correct in all content clusters of the ELA 2007 CST.

Objective 2:

80% of all grade level meetings, grade level collaboration days and Site-Based District Professional development day hours will be dedicated to improving instructional delivery by reviewing student work, instructional delivery and assessment data as determined by Staff (General Education, Chinese Immersion Program and Special Education)

Key Strategies for Objectives

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved instructional practice at the school.]

Key Strategy 1:

Time will be spent on looking at and analyzing content strand scores for 2006 and 2007 on the CST and developing a professional development plan for the year that will focus on areas that need improving. This will allow the teachers to look closely at the data along with their own initial assessments and plan their instructional practices around the conclusions they discover. It will also promote cohesive teaching within each grade level team and across grade levels.

Key Strategy 2:

At the beginning of the year time, at all grade level meeting, grade level collaboration days and site based professional development days, will be reserved for looking at student work, reflecting on instructional practices and reviewing assessment data. This will ensure that a proper amount of time will be spent on this important aspect of improving instructional practices, which allows teachers to talk with teachers about teaching and learning. Also, creating this time for teachers will promote collaboration and the sharing of expertise as related to instruction.

Key Strategy 3:

An emphasis and time will be put into providing a concrete and cohesive school wide plan for science that is standards based and assures a balance among earth, life, and physical science.

Goal 4: School Climate

Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Data Conclusions for Goal 4

[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]

Key Findings:

There has been an increased effort school wide to provide a safe school environment that promotes a positive learning environment for all students. The custodial staff has increased their time keeping the campus clean by doing regular campus sweeps in the mornings before and after school, including quicker responses to graffiti and hazardous trash such as broken bottles. This has been effective due to having paint available on campus to paint over graffiti and the updating of and increased use of walkie-talkies. Work orders have been submitted and followed up with phone calls.

Prop A Construction has been occurring on our campus and has added accessibility to our campus. It has also necessitated to the need to re-vise portions of our safe school plan with regards to routes and procedures. Our Crisis Response Committee has been meeting a minimum of once a month to review and adjust the safe school plan and to check on supplies. Staff and parents have been given opportunities to renew their CPR Training through on-site CPR classes. Fire Drills have occurred monthly in cooperation with the SFFD and the evacuation time has been kept under 2 minutes all year long. Two disaster drills are conducted each year. This year 100% percent of our rooms on campus have up-to-date evacuation maps and Emergency Management Charts. The traffic issues on the streets have been addressed with DPT and Police by patrolling in the morning and afternoons around West Portal School. All non-staff visitors on campus are required to sign in and wear a florescent tag indicating the date, time and purpose of their school visit.

Our newly formed School Climate Committee has been meeting once a month to focus on maintaining a positive school climate for Staff, students and parents. Monthly interactive assemblies have been held focusing on climate themes that our consistent with SFUSD School Health Department's monthly focuses and asset building. A school-wide Peace Pledge has been created to promote a peaceful school environment. School Discipline Policy is consistent with District policy and makes it cohesive with classroom policies. Changes were made to make it a more positive and proactive policy that focused on student education and ownership. To this end, a half-time Learning Support Professional has been hired using Prop. H funds and has been going into classrooms working on character education. School Discipline policy forms were sent out to all students at the beginning of the year and returned signed by students and parents. There have been two suspensions to date in the 2006/2007 school year.

Key Objectives for Goal 4

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 4 for the school.]

Objective 1:

By January 2008, 100% of the schools evacuation and emergency plan will be updated to reflect the changes made by the Prop A Construction to the physical layout of West Portal School.

Objective 2:

95% of students and parents will sign and return the "Agreement to the Discipline Policy" and the "Positive School Climate Calendar" notices by October 31, 2007.

Key Strategies for Goal 4

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved school climate.]

Key Strategy 1:

The Crisis Response Committee will focus on making appropriate changes to reflect the changes in the physical layout of the campus during its annual review of the Emergency Plan.

Key Strategy 2:

The “Agreement to the Discipline Policy” and the “Positive School Climate Calendar” will be handed out to twice during the year to all students with incentives to return signed the tear off section at the bottom of each notice. Teachers and office staff will keep track of who has/has not turned it.

Goal 5: Parent and Community Involvement

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

Data Conclusions related to Goal 5

[Please state your data patterns and trends. In addition, describe other school level data you may have gathered and analyzed.]

Key Findings:

In February 2007, a Parent/Guardian Survey was sent out to all parent/guardians of all students at the school. 414 of the 550 surveys (77%) were returned completed. Of these 414 completed surveys, 170 parent/guardians reported they volunteer in the classroom. 162 of 414 surveyed stated they volunteer at the school. These volunteers were engaged in a wide range of activities on campus, which included but not limited to copying, tutoring, Thursday folders, yard supervision, field trip chaperones, replenishing emergency supplies and office support. This did not include all the volunteer time spent at parent meetings held off-campus to plan programs and events, implementing those programs or events, and representing West Portal at various district activities. While the high amount of volunteer time (1,242 hours) has benefited West Portal School, the number of parents participating can be increased.

100% of parents last year met face to face (95%) or had phone conferences (5%) with their child's teacher. 56 parents were in attendance at the first Community Meeting. There is still a need to get more parents and community members involved in participating in the academic process as well as other school based improvements.

Key Objectives for Goal 5

[Based on the data conclusions above, identify the key objectives (one to three) for Goal 5 for the school.]

Objective 1:

90% of all parents will attend at least one school-related activity by April 2008, as evidenced through sign-in logs and calendar of events.

Objective 2:

By May 2008, West Portal School will increase its local businesses partnership by two as evidenced by the sharing of resources and the active participation in a school related and community related activities.

Key Strategies for Goal 5

[What key strategies will be implemented in order to achieve the objectives above? Please be as specific as possible in describing how these strategies will lead to improved parent and community involvement.]

Key Strategy 1:

Parent Club and staff will partner to open up new lines of communication to inform parents and community of the many opportunities they have at the school not only for their child but for themselves. Certain underrepresented groups will be provided incentives to take advantage of these opportunities.

Key Strategy 2:

West Portal Elementary School community will establish more meaningful neighborhood/community relationships by collaborating with neighboring library, park and businesses, community experts, guest speakers and other relevant resources.

ACTION PLAN

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the key objectives and implement the key strategies set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards:

Goal 1: Academic Achievement

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

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Providing academic support within and outside the classroom through individualized instruction will allow these students to be taught in a way that is most effective and efficient for their individual learning needs.</p> <ul style="list-style-type: none"> • Staff meets to analyze, discuss, and evaluate achievement data disaggregated by gender, ethnic groups, ELL, Special Education, EDY status as provided by the Accountability and Assessment office to plan for improvement in levels of achievement and coordination of all school plan. • Teachers will meet monthly to discuss expectations in learning and to design instructional strategies (such as Think, Pair Share) and benchmarks for assessments (Results, HM and Harcourt) that are in alignment with standards at every grade level and address and identify targeted student needs. • Outside classroom supports will collaborate with classroom teachers to ensure the focus is on students' individual academic needs and to create pullout groups that support those needs. 	<p>September 07</p> <p>September 07 – June 08</p> <p>September 07 – June 08</p>	<p>ELL/Target Support Teacher</p>	<p>\$62,162</p>	<p>EIA LEP & SIP</p>	<p>CST Individual Student Data provided by August 07</p>
<p>Key Strategy 2: Providing before, during and after school interventions will allow these students to receive additional supports and attention in areas for need academically.</p> <ul style="list-style-type: none"> • ELL, EDY and African Americans who score at or below basic on the CST ELA or Math will be provided for a plan of support including area of concern 	<p>September -</p>				

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

and next steps at the beginning of the school year • Grade level teams will meet with our targeted student support teacher to plan in class and out of class interventions for our ELL, EDY and African Americans who score at or below basic on the CST ELA or Math • ELL, EDY and African Americans will have priority for outside classroom interventions including but not limited to at-risk support, tutoring center and volunteer tutoring programs.	October 07				
	September - October 07	ELL/Target Support Teacher	\$62,162	EIA LEP & SIP	
	November 07 – June 08	Tutoring Center	\$12,000	SIP	

Monitoring and Assessment for Goal 1

Questions to cover:

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

The high leverage activities that involve staff or grade level teams meeting will be monitored by agendas and minutes including action items and outcomes. 2007 CST ELA and Math scores will monitor progress towards objectives. Staff will evaluate progress based on the analysis of this data along with benchmark assessments that are given through out the year in Reading and Math.

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.

<p style="text-align: center;">Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁴ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>	<p style="text-align: center;">District Support(s) Needed</p>
<p>Key Strategy 1: From the analysis of the data extrapolated from the Student, Staff and Parent Surveys given out in February and June 2007, the SSC along with the staff will look at creating an action plan that will address the access concerns highlighted from this analysis.</p> <ul style="list-style-type: none"> • The School Site Council will analyze data (whole school, by grade level and by zip code) from the student and parent surveys and identify major conclusions as related to student access to a comprehensive education. • A staff survey will be created and administered in order to get data from the school staff about student access to a comprehensive education. • Staff, as a whole and in grade level groups, will meet to examine the surveys' major conclusions and create an action plan, specific to Core Curriculum areas, that responds to and addresses access issues in their own classrooms, school-wide and by subpopulations (EDY, ELL, SPED, AA and GATE). • Parent/Staff group meet to discuss staff response and devise a plan of support for the action plan. • Parent, students and staff are surveyed at the middle and end of the 07/08 school year. 	<p style="text-align: center;">October 07 & May 08</p> <p style="text-align: center;">September 07 – February 08</p> <p style="text-align: center;">October 07 & May 08</p> <p style="text-align: center;">November 07 & May 08</p>				
<p>Key Strategy 2: An emphasis and time will be put into providing a concrete and cohesive school wide plan for science that is standards based and assures a balance among earth, life, and physical science.</p> <ul style="list-style-type: none"> • A committee consisting of teachers will be created to make a plan for grade level focuses in science for the school year for each grade level this will be presented to the leadership team and to the staff as a whole for review and edits. • A science switch will take place in 4th and 5th grade that will consist of 	<p style="text-align: center;">September 07 – January 08</p> <p style="text-align: center;">September 07 –</p>				

³ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken or will begin, and the date it will be completed.

<p>students switching classes and teachers plan one unit of study in science that will be taught three times a year to three different groups of students.</p> <ul style="list-style-type: none"> • A project-based approach in all grade levels will be used in the instruction of science to ensure understanding of the science concepts and allow for multiple standards to be addressed simultaneously. • An outdoor science based learning program will be created that will provide hands on science lesson as well as cross curriculum opportunities for students to learn standards in all the subject areas. 	<p>June 08</p> <p>September 07 – June 08</p> <p>August 07 – June 08</p>	<p>Garden Coordinator</p>	<p>\$16,500</p>	<p>SIP</p>	
<p>Key Strategy 3: Teachers in grade levels will score and analyze areas of need in their students beginning of the year writing assessment and adjust their teaching to focus on those areas of weakness in their students writing.</p> <ul style="list-style-type: none"> • Teachers will meet at the beginning of the school year to look at and discuss the previous years school-wide writing assessment scores. • Teacher will create grade level specific year-long plans and areas of focus in writing based on the areas of weakness from these assessments and the CST Writing Content scores. Amended plans will be created for specified sub populations (ELL, EDY, SPED, GATE, etc...) • Grade level and across grade levels will collaborate to develop writing prompts and rubrics that will be used to evaluate students writing growth over time and help evaluate the teaching and learning of writing standards. • All teachers in grades 1st -5th grade will administer to the students the beginning of the year writing assessment by the end of September. Kindergarten will administer it in December. This will establish baseline data. • All teachers will administer the end of the school year writing assessment at the end of May. This will provide data about progress. 	<p>September 07</p> <p>October 07</p> <p>October 07 – November 07</p> <p>September 07</p> <p>Late May 08</p>				

Monitoring and Assessment for Goal 2

Questions to cover:

1. How will the school monitor implementation of the high leverage activities above?

The high leverage activities for this goal will be monitored by the School Site Council and the West Portal Staff through the analysis of the parent teacher and student surveys; planning agendas and minutes and assessments both performance-based and standardized. The creating of a school-wide plan for science will result in a written science plan. 4th and 5th grade teachers will monitor 4th and 5th Science Switch schedule and units of study in the form of a schedule and lesson plans that will include science standards-based assessments. Project based approach will be reflected in teachers lesson plans and be reviewed at grade level meetings. Writing performance will be monitored by the writing assessment given at the beginning and end of the school year. Data for all these high leverage activities will include student, staff and parent surveys, Science unit tests and Performance-based writing assessments given at all grade levels.

Goal 3: Instructional Improvement

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

Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Time will be spent on looking at and analyzing content strand scores for 2006 and 2007 on the CST and developing a professional development plan for the year that will focus on areas that need improving. This will allow the teachers to look closely at the data along with their own initial assessments and plan their instructional practices around the conclusions they discover. It will also promote cohesive teaching within each grade level team and across grade levels.</p> <ul style="list-style-type: none"> • At the beginning of the school year, staff will review the 2007 disaggregated content strand scores on the CST ELA and Math and compared them to the 2006 CST ELA and Math content strand scores. • Staff will meet to pinpoint the specific areas for improvement and to identify school wide focuses. Information derived from data analysis will be used as basis for strategic/lesson planning to improve instruction and learning. • Principal and grade level teachers will develop school-wide plan and benchmarks for the staff to align instruction and assessments with content standards and to begin developing grade level strategies and best practices binders and curriculum maps for the year. 	<p>September 07</p> <p>September 07 – June 08</p> <p>September 07 – June 08</p>				
<p>Key Strategy 2: At the beginning of the year time, at all grade level meeting, grade level collaboration days and site based professional development days, will be reserved for looking at student work, reflecting on instructional practices and reviewing assessment data. This will ensure that a proper amount of time will be spent on this important aspect of improving instructional practices, which allows</p>		Substitutes	\$5,000	SIP	

⁵ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken or will begin, and the date it will be completed.

<p>teachers to talk with teachers about teaching and learning. Also, creating this time for teachers will promote collaboration and the sharing of expertise as related to instruction.</p> <ul style="list-style-type: none"> • A year long meeting calendar will be developed by the leadership team that will include monthly grade level meeting date and times and each grade level collaboration dates. • Agenda templates and ground rules will be established by the leadership team for Grade level meetings that will ensure that time is spent on reviewing student work, instructional delivery and assessment data. • Time will be provided for teachers to observe each other teach. • Whole day agendas for collaboration days, which will be shared ahead of time with the leadership team, will reflect time being spent on looking a student performance data and reviewing instructional practices. • Grade level teams will meet monthly to address the implementation of content and performance standards and review students’ work to assess the effectiveness of instructional practices as related to school wide focus. Opportunities for grade level sharing of “best practices” will be accommodated at staff meetings. • Minutes from grade level meetings and collaboration days will include action plans driven by conclusions made through student performance analysis. 	September 07				
	September 07				
	September 07 – May 08		\$2,000	SIP	
	September 07 – May 08				
September 07 – May 08					

Monitoring and Assessment for Goal 3

Questions to cover:

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

The leadership team and the SSC will monitor implementation of these high leverage activities through agendas and minutes including schedules, plans and action items that are the result of these meetings. Time allotted for sharing out at staff and grade level meetings and walk-throughs by the principal and fellow teachers will also monitor implementation of these activities. Progress will be evaluated based on in classroom performance on performance-based and standards based assessments from Results and Houghton Mifflin and 2007 CST content standard scores in ELA.

Goal 4: School Climate

Ensure safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior.

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: The Crisis Response Committee will focus on making appropriate changes to reflect the changes in the physical layout of the campus during its annual review of the Emergency Plan.</p> <ul style="list-style-type: none"> • Crisis and Emergency Response Team and School Site Council meets at the beginning of the school year to review and revise Safe School Plan and Disaster Plan as needed and to evaluate safety programs. • A Crisis Response Committee will be formed consisting of staff members and members of the parent community with the purpose of meeting to update and inform both staff and school community of the Safe School Plan • Safety Assembly at the beginning of school year will provide students with important safety information and build a climate for a safe school. 	<p>September 07 – November 07</p> <p>September 07</p> <p>September 07</p>				
<p>Key Strategy 2: The “Agreement to the Discipline Policy” and the “Positive School Climate Calendar” will be handed out to twice during the year to all students with incentives to return signed the tear off section at the bottom of each notice. Teachers and office staff will keep track of who has/has not turned it.</p> <ul style="list-style-type: none"> • Students, staff, and parents will know the school’s discipline policy and school wide expectations for behavior as verified by parent newsletter, handbooks, assemblies, meetings and weekly communication folders. • A Discipline Log will be developed to collect data and track incidents of student altercations and discipline that have been 	<p>September 07</p> <p>September 07 – May 08</p>				

⁷ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

referred to staff outside the classroom teacher for support. • School Climate committee will be formed and meet monthly to plan school wide assemblies that will focus on themes consistent with the monthly themes in the SFUSD School Health’s “Creating a Positive School Climate” Manuel and based on climate needs of our students.	September 07 – May 08				
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Monitoring and Assessment for Goal 4

Questions to cover:

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

The Crisis Response Committee and the School Climate Committee will monitor implementation of these high leverage activities by reporting back to the whole staff and the SSC the Safe School Plan, School Climate Calendar, Assembly Schedule and other action items from the committee meetings. Progress towards objective one will be evaluated by the monthly updates from the Crisis Committee with regards to progress towards a complete review and adjustment of the Safe School Plan. Progress towards objective two will be evaluated by the number of parents and students who returned completed the “Agreement to the Discipline Policy” and the “Positive School Climate Calendar” forms.

Goal 5: Parent and Community Involvement

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

Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	District Support(s) Needed
<p>Key Strategy 1: Parent Club and staff will partner to open up new lines of communication to inform parents and community of the many opportunities they have at the school not only for their child but for themselves. Certain underrepresented groups will be provided incentives to take advantage of these opportunities.</p> <ul style="list-style-type: none"> • At the beginning of the school year, parents and staff meet to determine and calendar school-wide and grade-specific events. Committees will be formed, made up of parents and teachers. To achieve 90% goal child-care should be provided at all school events. • Parent volunteers will assemble weekly communication folders that are sent home Thursdays to inform families of important school events and activities. • All school to home communications will be provided in both English and Chinese with additional language translations being provided when necessary. • Parents maintain a parent email list to send timely emails out to West Portal Families about school-related events. • Our Parents Club and Staff will provide parent workshops on topics, which will increase capacity to monitor child’s academic progress for both CIP and General Education students. • The following programs are designed to engage individual parent groups: English Learners Advisory Committee, Family Science Night, Kinder Orientation, Kinder Fun Day, Puberty Education Parents Information Night, Parent Conferences (translation provided) Parents Club sponsored activities and events, Spring Musical (evening performances), Spring Festival, Lunar New Year Parade 	September 07				
	September 07 – June 08				
	September 07 – June 08				
	September 07 – June 08 November 07 – May 08				
September 07 – June 08					
Key Strategy 2: West Portal Elementary School community will					

⁹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

<p>establish more meaningful neighborhood/community relationships by collaborating with neighboring library, park and businesses, community experts, guest speakers and other relevant resources.</p> <ul style="list-style-type: none"> • School events and general information will be provided to all local written media to be included in their weekly and/or monthly publications for the purpose of inviting the community to attend and participate in these events • West Portal Parent Club will actively seek to establish community partners with local businesses with in the West Portal area. • Teachers will visit the park and library on at least a monthly basis • Our librarian will communicate regularly with the local library to share resources and schedule events. 	<p>September 07 – June 08</p> <p>September 07 – June 08 September 07 – May 08</p>				
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Monitoring and Assessment for Goal 5

Questions to cover:

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

The high leverage activities will be monitored by sign-in sheets at school events, action items at Parent club meetings that relate to promoting parent involvement, published community outreach material, calendar of school/community events and park/library schedules. Progress toward the desired objectives will be evaluated by the percentage of parents at each of the school related events, the responses received by local businesses, and the scheduled visits by the classes of students to the library and park.

School Site Council (SSC) Membership

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

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Will Lucey		X					
Cindy Bernstein			X				10-06
Kathy Callaghan			X				10-06
Jennie Lee			X				10-06
Jen Jordan			X				10-06
Bert Dyer			X				10-06
Sandy Lawson					X		10-05
Mary Jue					X		10-05
Erika Andrews					X		10-05
Michael Fox					X		10-06
Rose Lacy					X		10-06
Jean Wong					X		10-06
Numbers of members of each category		1	5		5		

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

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

English Learner Advisory Committee (ELAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent of EL Student	Other Parent / Community	Secondary Student	Date Elected
Will Lucey		X						
Marina Iofina Dimov					X			10-06
Melinda Kendall			X					10-06
Joyce Fang					X			10-06
Numbers of members of each category		1	1		2			

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

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

School Advisory Committee (SAC) Membership

Name of Member	Member's Signature	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student	Date Elected
Numbers of members of each category							

The composition of the School Advisory Council must be such that it contains a majority of parents.

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The school held two (2) community meetings prior to the completion of the school site plan.
 - A. One meeting to gather input from the school community including all advisory committees
DATE: **February 7, 2007**
 - B. One meeting to present plan upon its completion.
DATE: **March 7, 2007**
7. This school plan was adopted by the school site council on: _____.
8. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
9. Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.

Attested:

<u>Will Lucey</u>		
Typed name of school principal	Signature of school principal	Date
<u>Sandy Lawson</u>		
Typed name of SSC chairperson	Signature of SSC chairperson	Date