

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

[ROOFTOP ALT K-8 SCHOOL]

School

CDS Code

[Insert Date Here]
Date of this plan/revision

PURPOSE OF THIS ACADEMIC PLAN

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

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

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

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

SITE: Rooftop has just begun to implement a plan of school reform. The focus of our reform is to improve the achievement of all students. Building a collaborative team of staff marked by consistent leadership, which bridges both campuses and addresses the wide developmental range of our K-8 students is critical to this plan. The materials used for instruction are district adopted standards based curriculum supplemented with materials and best practices which have been validated by research to promote student achievement. Teachers meet in grade level teams to review the standards. They align instruction and assessment to these content and performance standards. The staff meets regularly in school level and in grade level teams to look at our student data. Our data analysis identifies areas of strengths and weaknesses and a plan of action is developed. As a result of the new language arts adoption, there has been a particular emphasis on language arts instruction, assessment and analysis this year. Our trend data has shown us that reading comprehension, writing and math problem solving need to be addressed across all grade levels.

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

DISTRICT: *The SFUSD has purchased adopted instructional materials for all students including EDY, Special Education, EL, GATE, and Vocational Education.*

SITE: Rooftop's K-8 classrooms utilize standards based core curriculum in all academic areas. K-5 classrooms implemented the expanded instructional minutes for language arts in order to provide universal access to the core curriculum and maximize the achievement of all students. The model for special education services has been expanded to include service delivery within the general education setting, and the use of the core curriculum in the resource specialist and in all special day classrooms. Use of "universal access" materials for the K-8 language art series supports instruction for ELL, GATE, SPED and EDY students. Rooftop extends the core curriculum learning opportunities for these same students by purchasing additional research based materials in math, social studies and science which supports differentiated instruction in other content areas. The school has purchased and fully implemented adopted instructional materials and standard-based supplemental materials for all students including materials to challenge GATE students.

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

DISTRICT: *The district holds Professional Development Institutes that provide a series of workshops four times a year. These are designed to deepen understanding of the skills required to assist schools in aligning standards, assessments and best practices, assessing student performance, and meeting professional needs of staff. In addition, central staff facilitates ongoing professional development at school sites as part of federal and state awards programs in coordination with external partners.*

SITE: Professional development is conducted on site during SFUSD professional development days and at monthly staff meetings. Rooftop's first ever Literacy Leadership Team participated in extensive off site professional development. They have facilitated on site professional development activities addressing the language arts implementation; maximizing the use of universal access materials for EDY, GATE and ELL students; establishing grade level literacy assessments in language arts and math; facilitating home school "literacy compacts" and developing writing portfolios from K-8. Our target goal focused on improving the comprehension, written expression and reading fluency of students. The staff met at the beginning of the year to have an "inquiry based" conversation to analyze data from CAT6, CST, CWST, IWA, and MPA. Since then, staff has met in grade level teams to analyze other school-wide and grade level assessment. Utilizing the grade level quarterly assessments, HM Theme Tests and the school portfolio collection cycle has yielded valuable data. Teachers analyze the results of these authentic assessments in grade level teams after each administration. This information informs their instruction. Teachers plan together regularly in grade level teams and grade level clusters to review student work share best practices and plan curriculum in writing and reading comprehension Grade level and faculty meetings are used to align standards, assessments and best practices to professional development and meeting the needs of GATE students

4. Services provided by the regular program to enable underperforming students to meet standards:

***DISTRICT:** The STAR Schools Initiative was developed using data on SFUSD school performance and the most recent research on improving underperforming schools. It provides additional school personnel, support, and resources. Summer School programs are designed to provide interventions to underperforming students.*

SITE: The staff meets at the beginning of the year to review the achievement of all students using data drawn from CST, CAT 6, IWA, MPA. Special emphasis is given to students who are under achieving on these assessments. Teachers are asked to identify their targeted students (students performing below the 40%) and make an achievement plan for these students. The same procedure is followed when the results of Brigance and the ABC are analyzed by K-2 staff. Next year, classroom SSTs will be held in October to review the progress of each child and to make referrals of individual students to the SST if there are concerns. Monthly SAPs provide the same resource for upper grade students. Individual student SST meetings build a powerful partnership between home and school. They fully involve the parent in the improvement process which culminates with a strategic plan of identified goals and targeted interventions. A date for review of the intervention allows for a close monitoring of the students' success and gives the school time to explore additional resources within the family or community A grant from the PTA provides after school tutoring for 3-8th grade students who are underperforming academically. Rooftop uses parent and community based volunteers to assist in the classrooms. Special PTA funded programs in computer, science and sensory motor, provide enriched extension of the core curriculum and reduces class size in K-3. This allows for small group instruction for EDY students.

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

SITE: Rooftop's limited categorical funds are utilized to purchase additional support materials to enable underperforming students access to the core curriculum. Categorical funds are also utilized to support the Mayeda school counselor position who coordinates the support for underperforming students at the 5th- 8th grade level. She

coordinates the SST, SAP, tutoring, counseling and acquisition of outside community services for underperforming students. Consent Decree funds are used to fund a 3 hour elementary advisor who works with the SST to provide on site support to underperforming students, and outreach services to their families.

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

***DISTRICT:** Annually the Research Department produces a School Site Data Binder designed to provide school staff with disaggregated data reports for the previous school year. It contains information concerning student achievement performance on various state and districtwide assessments administered during the previous school year.*

SITE: The school created an Assessment DATA binder, which includes the disaggregated data, group scores and individual data received from the Achievement Assessment Office. This binder contains information from the CST, CAT6, IWA, MPA, Brigance, ABC and Science Assessments. Teachers received reports reflecting their grade's group scores, individual achievement data and details on the school patterns and trends profiles for this past year and over time. This information is analyzed and used in designing both the school wide and individual student's program. Grade level assessments, HM and Prentice Hall Theme tests, writing portfolio selections and identified grade level performance tasks in math are also analyzed to inform instruction and plan curriculum.

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

***DISTRICT:** The district provides resources to STAR schools including additional personnel, support and services. All schools receive assistance with extended learning opportunities and support materials.*

SITE: . Rooftop uses the resources provided by the PTA to fund after school tutoring and extend para hours to support underperforming students. Our collaboration with the CASA after school program, Citywide Tutorial Program, Learning Services, Book Pals and various community based organizations is aimed at providing support for this geographically diverse population at school and in their own neighborhoods. Students who rely on school buses for transportation are often unable to participate in after school tutoring. Our partnership with CPMC provides counseling services and community referrals to many of our underperforming students and their families

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

SITE: This year's focused attempt to implement a school reform plan has validated what we already knew. Teachers involved in reform need more time to meet to analyze data, plan curriculum, share best practices, reflect on student work and develop instructional practice. This is particularly crucial when dealing with the complex needs of underperforming students. This lack of planning time coupled with the frequent change in leadership has had a significant impact on the effectiveness of Rooftop's school-wide reform movement to improve student achievement. Rooftop's students come from every quadrant of the City. Lack of proximity often limits parents' access to the school. Finding ways to connect with parents so they feel truly accepted and understand their crucial role in their child's achievement can be challenging. Rooftop has 13 buses to transport students to and from school. Middle School students come from across the City on MUNI each day. Students are often late due to our early start and the unreliability of public transportation. Students who rely on school based or public transportation are not always available to participate in our after school tutoring programs. Our small onsite afterschool program

serves only 50 students. As a result, parents seek childcare at a variety of after school programs, which limits our impact on the students extended learning program.

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

SITE: The lack of Site-based professional development to address the individual needs of students at Rooftop, particularly those that are underperforming is a challenge. Class size in grades 4, 5,6, 7 and 8 makes it more difficult to differentiate instruction to meet individual needs. Homework assignments of those students is often incomplete. Tardiness and absence is a concern. We make phone calls home, and follow up with letters to parents to address this issue. We need more outreach to parents who work all day and who need transportation to get to school meetings at Rooftop. Attempts to provide after school support for under performing students is hindered by the fact that many of our students rely on district bus service for transportation and cannot stay for tutoring because they have no ride home. Attendance at PTA and Parent Education meetings has significantly declined. We need to improve our plan for parent outreach. We need to do more outreach to connect with the after school programs attended by our students. We will continue to develop teacher/school websites to allow families access to lessons, homework and educational resources.

Please Insert Your School's
Data Sheets Provided by
the Office of Research,
Planning and Accountability.

DATA CONCLUSIONS AND DISTRICT GOALS

Conclusions from Student Performance Trend Data:

Over the past four years there has been continuous growth in both math and reading achievement test scores. We scored above district and state levels in all areas at all grades.

The achievement pattern within the school is specific:

- ❑ In language arts: the number of students performing at proficient or above increases as students move through the grades.
- ❑ Over 50% of our students are demonstrating proficiency in language arts by third grade. While many of our students are demonstrating proficiency in the area of literary analysis; reading fluency and comprehension remain identified areas of need.
- ❑ Our math profile is more uneven. Although our math performance on the CST improved in 5 out of 6 grades from the previous year; consistent math achievement by all students in the area of problem solving remains a focused area of improvement.
- ❑ Writing continues to be an area of schoolwide need. 92% of our fourth grade students received a score of 4 or higher, and 81% of our seventh grade students received a score of 4 or higher on the CSWT. However, only 29% of our fourth grade students, and 17% of our seventh grade students performed at the level of proficient or above.
- ❑ All subgroups exceeded their API targets. Students with low socioeconomic status exceeded their target by 22 points; African American students exceeded their target by over 15 points; Latino students exceeded their target by three points.

Analyzing the disaggregated data we find:

- ❑ 40- 50% of Latino students in grades 2-3 score at Basic or below in language arts.
- ❑ 40-50% of African American students in grades 2-3, are scoring at Basic or below in language arts
- ❑ 30-50 % of AA and L students in grades 2-3 are performing at basic or below in mathematics..
- ❑ In 5th –8th grade, African American and Latino students perform at the lower range in mathematics than their grade level peers.
- ❑ EL learners on average score from 20-30 points below grade level peers in language arts and math proficiency. That gap is closing.
- ❑ SPED students are scoring at the lowest achievement level of all the subgroups.
- ❑ The proficiency level of African American and Latino students who have attended Rooftop for two or more years improves as they move up the grades.
- ❑ A small percentage(6%) of GATE students are scoring below the 40% on CST and CAT6 achievement tests.

The results of these findings indicate that Rooftop students need to improve their writing proficiency across all grades. Our target is to move a significant number of students from basic to proficient and above on the CSWT in both grades four and seven. The data also suggests that Rooftop 2-8th grade students' are more skilled at literary analysis than reading comprehension. Our target is to improve both reading fluency and discreet

comprehension of text. With a specific emphasis on comprehension of the main ideas, conclusions and inferences of specific passages. The data also targets math problem solving as a specific area of need. Improved proficiency in math problem solving will be addressed K-8

Our number one priority is to target the improved achievement of underperforming students. Since the subgroup numbers are low, we can analyze individual student score reports and identify targeted areas of need and make specific individualized action plans to increase the proficiency of individual underperforming students. These action plans will include interventions at school, in after school tutoring and additional support at home. Ongoing assessment will inform us of the effectiveness of these interventions. The core curriculum: Houghton Mifflin and Prentice Hall Language Arts; Harcourt and CPM math must be implemented coherently and used with consistency

Professional development and identification of effective instructional strategies and best practices to address the needs of underperforming students will be a priority for the 2004-2005 school year. Schoolwide targeted areas of improvement for all students include: written expression, reading comprehension and math problem solving.

Conclusions from Parent, Teacher and Student Surveys and community meetings:

All families were provided a Parent Survey. The 2003-2004 survey addressed: academic achievement, specific program information, school climate and parent involvement. Over 80% of the parents who returned the survey expressed satisfaction with the language arts and math programs. Specific concerns were raised in the area of writing, math problem solving and science. The vast majority of parents reported Rooftop's strengths lie in the areas of diversity, acceptance, friendliness, safety, sense of community, teacher commitment and supportive learning environment. They expressed support for the teaching staff and administration's efforts to provide a challenging academic program which integrates the arts. The results of this year's surveys indicate that parents feel very strongly about the importance of and the quality of the visual arts program at Rooftop. They would like to see an expanded performing arts program. There is some concern about the physical education program at both campuses. Both parents and staff expressed dismay at the large class size from grades 4-8 and worry about differentiated instruction at those levels. The majority of parents expressed their perception that the school was safe and that discipline was in place.

Parents expressed concerns about the large class size numbers in grades 4-8. They expressed particular concern about this past year when the student population in one grade exceeded the district limits. They felt class size was a detriment to the achievement of students in that grade. They expressed their desire that the district keep class size in grades 4-8 to the "TARGET" of 30. There are specific safety issues which pertain to the Burnett campus which were expressed. Concerns about the stability of the bungalows; stability of the foundations and hillside; the condition and size of the playground were expressed repeatedly. Parents expressed a desire to understand more about the school safety plan. They would like to see more electives offered at the Mayeda campus. There is significant concern that budget cuts, eliminated both the library staff and the art teacher's position. There has been a definite decrease in attendance at PTA meetings this year, and volunteerism is down this spring. Parents wrote to express their dismay at the frequent changes in leadership over the past years. Parents at the upper grade campus expressed a desire for an after school enrichment program. Parents would like to see a more project based approach at the middle school

Results of the staff survey included Rooftop staff members' appreciation and acknowledgment of parents' efforts to support instruction. They identified their lists of best practices and made requests for professional development in the following areas: More professional development regarding the core curriculum, Universal

Access; the writing program; the challenge program. They expressed a desire for additional professional development addressing: strategies for differentiation using the core programs; time management to integrate the science program; models for differentiation and curriculum compacting; math extensions; problem solving on how to challenge above grade level readers using the core. Staff would like to see smaller class size, more time for planning and increased participation by parents in every class K-5. Teachers feel the school and academic program would benefit from improved technology (and in a few cases, any technology) and literacy support staff. Upper grade staff feel that communication and follow up at home begins to lessen after 5th grade. Both parents and teacher's responses indicate a need to improve communication between home and school in grades 6-8. Teachers agree with parents that writing and problem solving are areas of school wide need. The teachers responded favorably to the BEST Model. Teachers' feel that they make a concerted effort to frequently assess student achievement and to modify instruction accordingly; that includes frequent communication with parents. Teachers would like some more help from parents to procure grants and are willing to provide resources for supplemental materials for parents to work on with their children at home.

*SCHOOL'S OBJECTIVES FOR EACH OF THE DISTRICT'S GOALS
BASED ON ANALYSIS OF DATA*

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 the Stanford 9 Achievement tests and other assessments as appropriate.

Following implementation of individual student action plans for underperforming students, 35% of students in grades 2-6 scoring at below basic in language arts will score at basic or above as measured by their performance on the April 2005 CST and CAT 6.

Following implementation of individual student action plans, 30% of students scoring below basic in math on this years CST CAT6 will score at basic or above as measured by their performance on the April 2005 CST and CAT 6.

5% of our students scoring at basic level on the 2004 CST/CAT 6 in language arts and math on this years CST CAT6 will move to the range of proficient or advanced as measured by their performance on the April 2005 CST and CAT6.

25% of our students scoring at the Basic level on the 2004 CSWT in grades 4 and 7 will move from basic level to proficient or advanced as measured by their performance on the April 2004 CST and CAT6.

B.Rooftop will continue to emphasize reading comprehension; particularly critical analysis and interpretation of text and writing performance of all students. Rooftop will continue to emphasize writing as a school wide focus as a means to increase the reading and writing performances of all students. All teachers use guided reading strategies and teach writing skills to our targeted subgroups. All teachers use grade level rubrics and writing portfolios to increase student proficiency on the California Writing Standards Test. Teachers consistently use data from the Houghton Mifflin and Prentice-Hall theme tests to regularly monitor students' progress in reading and writing.

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.

Following a year of targeted core instruction, EL, EDY, and GATE students will perform at the district average or show an improvement of 5% in their achievement on this years' CST CAT6 as measured by their performance on the April 2005 CST and CAT6.

The number of EL students who are reclassified to ADV or TRN will increase by 15% as measured by CELDT and LALAR scores by May 2005.

80% of special education students will meet their IEP goals which targeted to guide students' participation and achievement in the core curriculum

- B Teachers use core curriculum materials including the supplemental resources for students who need more practice, who are English Learners or who are capable of more challenging learning opportunities. By identifying individual learning needs, teachers differentiate instruction for their students

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

Following a year of school wide targeted instruction to improve student writing proficiency, 30% of fourth and seventh grade students will score at proficient or above on the 2005 CSWT.

Following a year of targeted instruction, 30% of our students who are scoring at below basic in math problem solving on this year's CST CAT6 will score in the range of basic or above, as measured by the 2005 CST/CAT6.

Following a year of targeted instruction, 5% of our students who are scoring at basic in math problem solving on this year's CST CAT6 will score in the range of proficient or above, as measured by the 2005 CST/CAT6.

Following a year of targeted instruction, 35 % of our students who are scoring at below basic in reading comprehension on this year's CST/CAT6 will achieve in the range of basic or above , as measured by the 2005 CST/CAT6.

Following a year of targeted instruction, 5% of our students who are scoring at basic in math problem solving on this year's CST CAT6 will score in the range of proficient or above, as measured by the 2005 CST/CAT6.

- B. Professional development is on going and is focused on reading, writing and math to ensure that students are consistently working to meet their achievement goals. All English Learners, socio-economically disadvantaged youth and African American and Latino students benefit from the teachers' concerted efforts to differentiating instruction to best serve their individual needs. During faculty meetings, grade level team meetings and the site-based professional development days, staff members analyze student data including assessment information and student work and identify best practices to move each student to the next highest level of achievement.

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.

The number of student referrals to the office/counselor in grades 5-8 will be reduced by 15%, as measured by data collection in referral logs.

Following a series of interventions, improved home school communication and positive behavior support, the number of students tardy will be reduced by 20% as measured by data kept in attendance and tardy logs.

As part of our plan of school wide positive behavior support, each teacher in grades K-8 will identify 5 students per week, to be recognized at daily assemblies for their competence in keeping school rules and recognized as Kids Who Make a Difference. Outreach to include students struggling with behavioral competence will be made.

- B The Rooftop School community has created a comprehensive school disaster plan. Fire and emergency drills are conducted throughout the year. The school safety plan for responding to earthquakes and other natural disasters is reviewed by the SSC and improved upon on a regular basis.
- C. Regular and scheduled custodial and district Team Maintenance services are in place at Rooftop. Students, staff and parents work collaboratively to keep the campus clean and litter free. When necessary, the services of the School Resource Officer are utilized to address any concerns identified by staff and parents.
- D. Elementary and Middle Staff utilize the BEST training strategies to implement school-wide positive behavior support. The school has implemented a program of school wide positive behavior support. A K-8 Discipline team has been created to facilitate consistency in school rules and consequences, and effective implementation of the BEST Model. A student/staff Safety Committee has been established. The numbers of conflicts and suspensions have significantly decreased this past semester.

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

As a result of a focused plan by the SSC and PTA to provide outreach to new families and better connect current families to the school, there will be a 15% increase of K-8 parent/family participation in school events as compared to 2003-2005 data.

As a result of improved communication between home and school, with specific phone follow-up by RSP teacher, counselor and Elementary Advisor, There will be a 30% improvement in the attendance of parents engaged in SST and IEP meetings in grades K-8

As a result of improved communication between home and school with specific phone follow-up by RSP teacher, Counselor and Elementary Advisor, There will be a 30% improvement in the attendance of parents at parent conferences in grades 6-8.

B. Teachers and administrators encourage parents and other school volunteers to work in classrooms, participate in school-wide events, and to help maintain a safe and rigorous learning school environment. Parents regularly volunteer in the classroom, during sensory motor time, lead art activities through the parent-led art program and chaperone field trips.

C. Teachers and administrators work closely with the PTA organization to maintain support for school programs to ensure continuity throughout the school year. Rooftop maintains a high level of attendance at monthly PTA meetings and at parent /teacher conferences.

Action Plan

GOAL #1 Significantly increase academic achievement and learning for all students, including closing the achievement gap.

Student groups participating in this goal: Significantly improve the performance of African American, Latino, English Learner and Special Education students, while maintaining a high level of achievement for all students.

Performance gains expected for these students: All student populations will reach their API targets. 35% of students scoring below basic in language arts will score at basic or above. 30% of students scoring below basic in math will score at basic or above. 5% of students scoring in basic range on the CST will move to the proficient and above range in reading and math.

Means of evaluating progress toward this goal: Analysis of student performance every nine weeks using Houghton Mifflin, Prentice Hall Language Arts and Harcourt and CPM math assessments (formative, progressive and summative); student portfolios, projects, weekly tests and progress reports.

Group data needed to measure academic gains: Disaggregated CST/CAT 6, MPA, Brigance and CELDT.

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated cost | Funding Source |
|---|--|---|-------------------|
| <p>1.1 Alignment of instruction with content standards: All teachers' lesson plans and instructional practices will reflect alignment with the California State Language Arts and Mathematics content and performance standards and reflect best practices from the standards' exemplars. State content and performance standards will be referenced in ongoing teacher language arts and math lesson plans.</p> <p>Using the standards driven core curriculum materials, elementary grade level teams and middle school content teams will meet every nine weeks, to assess student progress and to identify the content standards which will be presented the following quarter. At monthly grade level meetings the staff will review instructional practices (by grade or cluster), analyze work samples, develop curriculum and share successful practices with a focus on meeting the needs of students in targeted groups.</p> <p>The staff will analyze individual student and group data from the Cal Standards test and the CAT6 in August and September. They will identify trends, patterns and targeted areas of need to serve as a focus of instruction during the school year. Teachers will work with the K-8 counselor and elementary advisor to create lists of bottom quartile students, review their individual scores, identify the skills needed and make an action plan to move their skills to basic or proficient. The same process will be followed with the release of Brigance, ABC and CSWT data.</p> | <p>STAFF Administration</p> | <p>\$2,044.143.00</p> | <p>WSF</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated cost | Funding Source |
|---|--|--|-------------------|
| <p>I.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • Rooftop will order additional copies of the Houghton Mifflin Extra Support Handbooks, Easy Leveled Readers, On My Way Practice Readers, leveled assessments for each classroom to provide underperforming students more opportunities for skill development in class and at home. Grade level literacy team chairs will monitor the distribution of materials. Administrators will monitor effective classroom use. • Rooftop will order copies of the Prentice Hall universal access support materials and High Point materials to assist universal access and achievement of middle school ELL and underperforming students. • All teachers will use Harcourt Math or CPM Math Unit tests, Houghton Mifflin or Prentice Hall Language Arts theme and/r summative tests and other periodic assessments to identify targeted students’ strengths and needs, adjust instruction and level books to match assessment results. • Lesson plans will reflect coherent implementation of the Harcourt Brace Math, Prentice Hall and Houghton Mifflin Language Arts programs. Teacher will provide adaptations and modifications which address the identified needs of “below level” and English language learners. • Tool kits will be ordered for middle school math programs. Underperforming students in targeted groups will be allowed to consume these materials. • K-5 teachers use Theme, Chapter and Unit assessments of Language Arts and Math to track the achievement of all students. Teachers meet every nine weeks to analyze data in grade level teams to address the achievement needs of and target instruction priorities for underperforming students. • 6-8th grade teachers use “Grade Buster” software to provide weekly achievement reports for all underperforming students. The K-8 Counselor prepares weekly progress reports for targeted students and their parents identifying areas of need and practice. • At mid quarter, 6-8th grade teachers work with the counselor to meet with underperforming students and send reports to parents targeting student needs and suggesting a plan to improve achievement in all content areas. • Intervention plans for underperforming students will be created and monitored at Classroom SSTs and monthly grade level SAPs. Intervention plans are reviewed and evaluated each quarter. • All underperforming GATE students will be referred for SSTs, on an individual student basis and intervention plans will be developed. • All teachers will use EL, challenge and intervention strategies embedded in Harcourt Match and CPM math program to address the needs of students in targeted groups. • Primary and upper teachers will utilize the Houghton-Mifflin English Learner Handbook and sheltered English Resources to provide supplemental lessons from English Learners. • All GATE students will be provided appropriate lesson modifications to support their learning needs with differentiated instruction/curriculum throughout the day. • English learners (ELs) will be provided with English language development (ELD) instruction that is based on ELD standards and appropriate for their identified levels of language proficiency. | <p>Administration STAFF</p> | <p>\$22,000.00 Supplies</p> | <p>WSF</p> |

All teachers are given lists of English Learners and they review the most recent CELDT scores. Grade level teams share grade level appropriate ELD strategies. K-1 teachers will emphasize total

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated cost | Funding Source |
|--|--|---|--------------------------------|
| <p>1.3 Extended learning time:</p> <ul style="list-style-type: none"> • Underperforming students in grades 6-8th, have access to noon time study clubs prior to subject tests. Student grades on these tests will provide assessment data. • Afterschool math club for 6-8th grade students provides additional instruction and extra practice for underperforming students. Achievement on weekly tests and quizzes will determine the success of this intervention. • K-8 Counselor and Administrators identify students scoring below the 40% on the CAT 6 and CST and refer them to after school tutoring at least two days per week. These classes will be taught by teachers and paraprofessionals. Student achievement will be evaluated quarterly by afterschool tutors and classroom teachers. • Students in targeted groups will be given incentives and strongly encouraged to participate in the lunchtime Reading Pals program at Burnett and Mayeda campuses. Students will be encouraged to select books at their individual readability levels from their own numbered reading list. • Students are referred to after school tutoring in their neighborhood through Rooftop's collaboration with the City-wide tutorial Program. | <p>Admin Teachers Paras</p> | <p>\$12,000.00 (extra hours)</p> | <p>WSF PTA</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated cost | Funding Source |
|--|-------------------------------|---|----------------------------------|
| <p>1.4 Increased educational opportunity:</p> <ul style="list-style-type: none"> Diagnostic and Leveled placement tests will be administered at each grade level in language arts and math at the beginning of the school year. Students' needs will be considered for flexible grouping. All teachers will create individual targeted student action plans to improve the academic performance of students, K-4, scoring at basic or below basic in reading and math. Underperforming K-5 students have access to small group language arts and math instruction targeted to needs during enhanced learning (class size reduction periods garden, library, sensory motor, computer etc.). The Elementary Advisor works under the supervision of the classroom teacher, with students scoring in the "below basic" range to provide small group instruction in conjunction with students' action plans. Special education personnel provide instructional support to targeted underperforming students during special education "push-in" service as part of SST interventions. Community based and parent volunteers provide instructional support to small groups of underperforming students in the classroom setting to implement SST interventions. ELL students receive academic support as needed to enable them to acquire the skills resulting in successful redesignation to fluent English language speakers. Teachers monitor student progress using both the CELDT and the LALAR. Students in targeted groups have access to textbooks on tape and story CDs from the language arts series. Theme and unit test performance track student success. | <p>Admin STAFF</p> | | <p>WSF</p> |
| | <p>PTA Consultants</p> | <p>\$7,500.00</p> | <p>PTA</p> |
| | <p>Eadvisor</p> | <p>\$24,000.00</p> | <p>Consent Degree</p> |
| | <p>SPED</p> | | <p>SPED</p> |
| | <p>Admin STAFF</p> | | <p>WSF</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated cost | Funding Source |
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| <p>1.6 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> • The Counselor will send mid quarter progress reports to parents of underperforming students in grades 6-8. • K-5 teachers will communicate progress and achievement of targeted students using progress reports, emails, phone calls – as decided by teacher and parent. • Parents will receive Family Newsletters for each Theme. Take home books and blackline phonic readers will be sent home to K-1 students weekly. • Parents of underperforming students will receive additional practice materials and copies of the CDs for home. They will be invited to participate in Parent Education Nights and receive referrals to community based educational support programs. | <p>Admin STAFF</p> | | <p>WSF</p> <p>SBCP</p> |
| <p>1.7 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • The SST meets with parents of individual underperforming students to determine interventions and identify support strategies to promote student achievement. Interventions are evaluated every six weeks. • Strategies to promote student achievement, lists of community resources which support extended learning and homework help is provided to parents monthly through Rooftop’s home/school communication. • The resources and partnerships with Edgewood Learning Services, CPMC, Learning Services Inc, Family Mosaic and School Volunteers expands resources for students and families. • Staff and SSTs make referrals to community based tutoring agencies such as the Citywide Tutorial Program, 826 Valencia St. Applications to the Avery Fuller Foundation provide scholarships to private tutoring programs to support the achievement of underperforming students. • Elementary Advisor will coordinate with school families, staff and community organizations to increase parent education, participation and involvement in the school. | <p>Admin STAFF</p> <p>Eadvisor</p> | | <p>WSF</p> <p>SBCP</p> <p>Consent Degree</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated cost | Funding Source |
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| <p>1.8 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines. • CELDT, LALAR, and other assessment results will be used to inform appropriate instruction which includes SDAIE strategies • Teachers maintain ongoing records of student Assessments (Teacher made assessments, theme tests, unit and chapter tests) to be reviewed in grade level teams. • Administrators will provide Rooftop’s Student data for analysis by staff in fall. Special attention will be made to address to the achievement profiles disaggregated by targeted groups: EI, EDY, Latino and African American students. • The administrators will provide Assessment Data information to the SSC in the fall. The SSC will monitor student achievement and implementation of Rooftop’s academic plan. • The elementary advisor and K-8 counselor will evaluate attendance and tardies of underperforming students’ bi weekly. SSTs and the SARB process will be followed to encourage improved punctuality and the attendance of these students. | <p>Admin STAFF</p> | | <p>WSF SBCP</p> |

GOAL #2: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum

Student groups participating in this goal: All students, especially EL, EDY, Special Ed, and GATE students.

Performance gains expected for these students: All student populations will reach their API target. EL, EDY, and GATE students will perform at the district average or shown an improvement of 5% on the CST in English, Language Arts and Math. There will be a 15% increase in the re-classification rate for 3rd – 8th grade EL students. 5% of the student population will move from proficient to advanced on the CST in Language Arts and Math.

Means of evaluating progress toward this goal: Analysis of student performance every nine weeks using Houghton Mifflin, PrenticeHall Language Arts and Harcourt and CPM mat standard based assessments, student portfolios, projects, weekly tests and progress reports; strategies designed to meet the needs of specific populations; evidence of these strategies being utilized; SDAIE; multi-sensory instruction; differentiated instruction, curriculum compacting and use of independent learning contracts.

Group data needed to measure academic gains: Disaggregated CST/CAT 6, MPA, Brigrance and CELDT.

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>2.1 Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • All teachers’ lesson plans and instructional practices will reflect alignment with Core curriculum, address Content and Performance Standards and meet State and District guidelines for instructional time. All students will receive and use district adopted instructional materials and have access to all core programs, K-8th grade. Teachers will provide coherent implementation of the core curriculum. Classroom instruction will demonstrate the use of modifications, adaptations, extensions and differentiation to address the identified needs of students. • Teachers will use a variety of research based strategies to provide differentiated instruction designed to meet the needs of a diverse group of learners including: EL, EDY, GATE and Special Education students. Teachers will utilize effective instructional strategies such as: flexible grouping, direct instruction, tiered assignments, curriculum compacting, SDAIE/Sheltered English techniques, learning centers, cooperative learning, problem solving rubrics and project based learning to facilitate differentiated core learning. • Teachers will use the universal access support materials for EL, EDY, GATE and underperforming students in the Harcourt Math, Prentice Hall and Houghton Mifflin Language Arts programs. • All students, including those in targeted groups, EL, GATE, and those with identified needs for special education will engage in daily language arts and math activities which are aligned with the California Content and Performance Standards. Achievement will be measured through quarterly assessments, which are aligned with the performance indicators of the content standards. | <p>Admin STAFF</p> | | <p>WSF SBCP</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>2.5 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> • To ensure that all students, especially EDY, EL, special Ed and GATE students have equal access the core curriculum, all teachers will receive professional development which will include: “Teaching Gifted Kids in the Regular Classroom”, Teaching Learning Disabled Kids in the Regular Classroom, SDAIE and Sheltered English strategies from Multilingual Programs; effective methods and instructional strategies that are research based designed to strengthen the core program, increase the quality of learning time. • Collaborative Planning will include: calibrating student work to the standards and sharing best practices based on needs as reflected in student work; utilizing assessment protocols to measure students’ knowledge of core content standards material; assuring equity by using differentiation; identifying best practices and effective instructional strategies aimed at improving the acquisition of core curriculum content by EL, EDY, Special Education and GATE students. • Staff members will attend district wide and community professional development sessions and conferences. Some staff members provide professional development for other teachers on the core curriculum and differentiation. | <p>Admin STAFF</p> | | <p>WSF SBCP</p> <p>SFUSD</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>2.6 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> • Parents will attend Parent Teacher Conferences to keep informed of their child's academic progress. • The PTA and Parent/Staff Executive Board meet monthly to discuss and promote student achievement. Parents for every grade are represented. • The PTA sponsors many school-wide enrichment programs, instructional interventiona and community programs, instructional interventions and community events. • New parent and K parent orientation meetings are held at the beginning of the school year to provide important school information, define standards based instruction in the core areas, and encourage parent participation. • The school holds Back to School Night and a Spring Open House to further involve the community. Grade level standards are distributed to Parents at back to School Night. The correlation between the standards and the core curriculum will be explained. • The Weekly Parent Newsletter informs parents of important events and provides communication on a variety of topics which support student learning and achievement. • Parents will be fully included in the SST process as the most important resource for their child. They will participate to develop strategies and interventions, which result in improved achievement for students. • Parents support underperforming students by assisting them at home. All teachers provide materials such as the Houghton-Mifflin take home books, CDs, books, and workbook pages so that parents and/or tutors can help students individually. • Parents lead art lessons related to the core curriculum to allow students to express themselves in different media. Some of the products provide an assessment of what the students have learned about a core curriculum topic. • The Counselor will inform parents about available school/community services to assist targeted students reach grade level proficiency. • Phone calls or e-mails to parents are returned in a timely manner. (No more than 48 hours) | <p>Admin STAFF PARENTS</p> | | <p>WSF SBCP</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>2.7 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • District and community workshops on core curriculum topics are posted on the parent bulletin board and distributed to parents. • Site and district translation services are available for parents who attend SSTs, IEPs and parent conferences related to student achievement in core curriculum areas. • The Elementary Advisor will work to provide small group behavior education in social skills training, friendship skills, conflict resolution and anger management. The K-8 Counselor will provide similar resources for 5-8 grade students. • The school works with the SF Citywide Tutorial Program to provide community based referrals for under performing students. • The administrator will meet with the K-8 Counselor and School grade level staff to problem solve around student academic and behavior needs and group dynamics. | <p>SFUSD</p> <p>E. Advisor Counselor</p> | | <p>SFUSD</p> <p>Consent Degree SBCP</p> |
| <p>2.8 Monitoring program implementation and results</p> <ul style="list-style-type: none"> • Teachers conduct informal and formal assessments daily to determine what students have learned and what they need to review. All teachers complete and send home progress reports and conduct parent conferences. • Teachers utilize the assessments in the core curricula materials. All of the materials have resources for those students who need more practice, for those who are limited English speakers and for those who require more challenges. • Staff will meet by grade level to identify assessment instructions they will use to monitor instruction and assess student achievement in language arts and math. • Classroom teachers will ensure continuous progress in all academic areas for all students using the above assessments to revise instructional goals frequently throughout the school year. • A variety of assessment tools may be used: student portfolios, running records, observations, logs, anecdotal records, unit tests, and adopted core curriculum assessment materials. • Student Success Team meets to assess students' progress and make decisions on "next steps" for intervention/support programs. | <p>Admin STAFF Parents</p> | | <p>WSF SBCP</p> |

GOAL # 3: Improve the instructional delivery to all students using best practices and whole school reform models.

Student groups participating in this goal: All students

Performance gains expected for these students: 30% of 4th grade students will score at Proficient or above on the CSWT. 30% of 7th grade students will score at Proficient or above on the CSWT. 35% of students scoring below basic in language arts will score at basic or above. 30% of students scoring below basic in math will score at basic or above. 5% of students scoring in the basic range on the CST/CAT 6 will move to the proficient and above range in reading and math.

Means of evaluating progress toward this goal: Analysis of student performance every nine weeks using Houghton Mifflin, Prentice hall Language Arts and Harcourt and CPM math standard based assessments, student portfolios, projects, weekly tests and progress reports observation and sharing strategies for instructional delivery. Scores of 4 and above on a 6 point rubric for written expression.

Group data needed to measure academic gains: Performance outcomes from: Houghton Mifflin, Prentice hall, CST/CAT6, ABD, Brigance and MPA.

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>3.1 Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Teachers will employ classroom instructional practices selected from standards driven core curriculum adoptions, standards exemplars and BEST Practices. This will be evidenced by teacher lesson plans and classroom observations. • Schoolwide implementation of the newly adopted Houghton Mifflin and Prentice Hall Language Arts/Writing Resource programs provide a consistent, well-articulated K-8 standards based instructional program across the grade levels. • Using the core curriculum, teachers will align curriculum and practices to the Language Arts and Math standards. They will meet monthly in grade level teams to examine areas of the curriculum, map out essential standards to be covered, plan lessons, and decide on common assessments to demonstrate proficiency in selected standards. | <p>Admin STAFF</p> | | <p>WSF SBCP</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>3.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • In August, teachers select and begin implementation of schoolwide strategies and best practices to improve reading comprehension and written language expression, including: literacy compacts, daily comprehension practice, daily writes, writing across the curriculum, and using the Houghton Mifflin and Prentice Hall Language Arts language arts programs. Classroom instruction, home school reading logs, lesson plans and work samples will demonstrate use of these strategies. • K-5 classrooms will conduct Writer’s Workshop using Houghton-Mifflin Writing Resource Center curriculum. Students in grades 6-8 will use the Prentice Hall materials. A continuum K-8 of writing skills will be articulated using these resource materials as a guide. Student work samples will be scored against standardized rubrics provided at each grade level. Student growth over time will be documented through use of portfolios which will be shared with parents at conferences and passed on to the next grade. • Developmentally appropriate math problem solving templates, reading and writing guides will be on display in every K-6th grade classroom to coach effective student problem solving and writing, and comprehension. • Through the use of Theme Tests and periodic math assessments, teachers will use assessment data to identify students’ strengths and needs and adjust instruction to match student results. • To improve reading comprehension and fluency, K-5 and targeted students in grades 6th-8th, will make a signed “Literacy Compact” with their parents, committing to twenty minutes of reading aloud per night. Students will check out books from the school library that match the numbered reading list of the individual child’s DOE readability level. Numbered reading lists will be provided to teachers in the Fall. • Students are assessed for their learning strengths and needs and teachers incorporate that information into their instruction. • All teachers will demonstrate coherent implementation of the Harcourt Math, Houghton Mifflin and Prentice Hall Language Arts programs. • Teachers constantly and consistently plan standards-based lessons, implement the lesson, analyze the student work, and make instructional decisions based on the student evidence and the teachers’ reflections. | <p>Staff Admin</p> | | <p>WSF SBCP</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <ul style="list-style-type: none"> • 3.6 Involvement of staff, parents and community: • Parents serve on the School Site Council and make budget decisions that affect educational practice. • Parent volunteers and consultants work with individuals and/or small groups of students to improve performance and achievement. • Teacher representatives on the PTA Board provide updates to parents on Houghton Mifflin, Prentice hall and Harcourt Math program implementation. • Community members provide primary resources and realia to enhance the teacher's instruction. • Each teacher will explain and distribute a menu of options and opportunities which will address the needs of highly capable students at back to School Night. | SSC PTA Staff Admin | | WSF PTA |
| <ul style="list-style-type: none"> • 3.7 Auxiliary services for students and parents: • Rooftop offers workshops for parents on brain development, Positive Behavior Support, Achievement Data, Standards Adolescent Development and other topics. • Evening events such as Family Art Night includes children or childcare services and parent art training workshops. • A parent bulletin board is available for posting information and resources for parents | PTA Parents Staff | | PTA |
| <ul style="list-style-type: none"> • 3.8 Monitoring program implementation and results: • Teachers manage a student portfolio system for writing and math. • Teachers provide feedback to students and parents by sending daily, weekly, quarterly and/or interim reports. • Students, parents and staff are surveyed to give feedback on program implementation. | Admin Staff | | WSF SBCP |

GOAL #4: Ensure a safe secure school and learning environment

Student groups participating in this goal: All students.

Performance gains expected for these students: Students will demonstrate the ability to make safe and healthy choices/decisions. Both campuses will reflect a safe secure school environment, consistent with our Safe School Plan. Reduction in the number of suspensions and referrals to the office.

Means of evaluating progress toward this goal: Analyzing referral and suspension data, feedback from district, parents, teachers, staff (as reported on parent and staff surveys, through observation), and community at large. A decrease in the number of reported injuries, incidents and office referrals

Group data needed to measure academic gains: Student/Teacher/parent Survey results; Suspension rate.

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>4.1 Procedure/activity to improve climate/safety:</p> <ul style="list-style-type: none"> • The school community implements BEST strategies. A site team attended district-sponsored BEST training and provided professional development to the staff to promote school-wide reform on positive behavior supports. • The Crisis Response Team meets regularly to plan and to make recommendations. The plan is reviewed every year. • Disaster drills are conducted as required. • The school will utilize a school-wide positive behavior model. School site staff will assist with the implementation of individual student behavior plans. • Safety Assemblies at the beginning of the school year by grade clusters provide students developmentally appropriately presented safety information and builds the climate for a safe school where students value mutual respect and care. • A Behavior Resource Team will be created to provide for leadership in the Positive Discipline Program. • Teachers intergrate “Don’t Laugh at Me - Bully Proofing Your Classroom Curriculum” into the instructional program to provide behavior education aimed at eliminating bullying and harassment incidents. • A presentation of the K-8 Positive Behavior Support Program and information about the Behavior education curriculum will be presented at a Parent meeting in the Fall. • School, classrooms and area specific rules (yard, café, bus) are defined in positive/proactive language. Behaviors required to keep these rules are identified and practiced by students in a variety of settings. • Staff will meet at the beginning of the school year to establish school-wide rules. Rules will be posted and students will receive instruction regarding the behaviors necessary to keep these school rules. Specific consequences will be identified to address violations of school rules. Parents will receive copies of the rules and consequences at PTA meetings and through the Wednesday Bulletin. • All visitors and volunteers will sign in and wear visitor badges daily . • Students who keep school rules and contribute to the safety and positive culture of the school community will be acknowledged through Rooftop Spirit Recognition at Dailies, Awards ceremonies and Morning Circle. • Students will learn how to utilize specific conflict resolution language in the yard (using Rainbow and Resolution Bridges) and in the classroom. • The Elementary Advisor and Yard staff will organize structured games in the elementary school yard. • The School Counselor and the Elementary Advisor will work with small groups to teach anger management skills, friendship skills and conflict resolution. • Schoolwide fire drills are carried out once a month and earthquake and lockdown drills are carried out twice a year. • Data on the effectiveness of the schoolwide program will be collected and office and counselor referrals will be evaluated by the behavior resource team. | Admin Staff | | WSF SBCP |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>4.4 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Counseling services are provided by a CPMC intern. • The K-8 counselor works with students and families. • The SST is used to meet with parents to develop support plans for students who have asthma or other health needs. • The Rooftop/CPMC partnership offers parents opportunities for additional parent education and information regarding community resources. • The SST refers families, if necessary, to community service agencies for additional assistance/interventions. • SFPD provides resource officers to speak in our classrooms about safe choices, bike safety, bullying, anger and self-control and behavior on the Muni. • We collaborate with DHS to prevent child abuse and to provide our most "at risk" families with needed services. • Special Education teachers refer students and their families to district and/or other agencies for health and safety issues. • We partner with the SFPD and the Department of Traffic to improve safety around our school. | <p>Community Partners Staff Admin</p> | | |
| <p>4.5 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • All staff and students participate in regular fire and disaster drills. The site safety team has assigned roles and all equipment is checked and stored properly. All teachers have an emergency backpack with essential items. • All injuries and incidents are recorded and sent to central offices. • Fire, flushing and pest control reports are conducted as required. • SFFD inspects buildings and grounds for safety compliance on a regular basis. • Parents and staff are surveyed annually regarding the safety effectiveness of the school. | <p>Community Partners Staff Admin</p> | | |

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

Student groups participating in this goal: All students and families

Performance gains expected for these students: 15% increase of parent/faily participation in school events and activities as measured against the 2003-2004 data. 80% parent attendance at parent conferences, SST and IEP meetings (if parent calls to reschedule, that will not be considered a lack of attendance).

Means of evaluating progress toward this goal: Parent sign-ins at events; participation in community meetings; surveys.

Group data needed to measure academic gains: Disaggregated Spring 2005 parent surveys; attendance logs at SSTs, IEPs and parent conferences. Volunteer sign-ins.

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>5.1 Active parent involvement in decision making process:</p> <ul style="list-style-type: none"> • Monthly SSC meetings are conducted. • Monthly PTA meetings are held • All fundraising is coordinated and facilitated by parents. • Community visual and performing artists and parents lead innovative activities for students • GAC parent representative will be actively involved in the planning, implementing and monitoring of the GATE program. • An active SSC/ELAC (as appropriate) will be in place to ensure parent and community involvement in the decision making process. • Active involvement of Art Parent Volunteers in collaboration with teachers and curriculum implementation, art lessons weekly. • All parents/guardians will be invited to have input in school wide goals, development of the academic plan and other decisions through surveys, evaluations, participation in community, School and Council, PTA and other improvement committees. • The SSC (at open meetings) will monitor the implementation of the site action plan and review student data in the Fall and Spring to determine the effectiveness of the academic plan. • Formulation of the SSC & ELAC will be in accordance with all state requirements as set forth in SFUSD's Guide to the SSC. • The PTA Executive Board meets with school administrative/staff monthly to receive regular updates on school climate and student learning and achievement. Information regarding program needs is shared on a regular basis. • Parents have access to the Wednesday Bulletin to communicate information regarding parent participation activities with other parents and the community. | <p>Admin STAFF PTA SSC</p> | | <p>WSF SBCP PTA GATE</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>5.2 Ongoing communication with parents:</p> <ul style="list-style-type: none"> • Teachers use many different methods of communicating with parents. At the MS level, several teachers have websites or use e-mail to update parents on students' progress. Parents of students in Grades 5-8 are surveyed at the beginning of the year to identify their preferred mode of communication. Parents are made aware that weekly progress reports which are handwritten and sent home with the student are available on a weekly basis. • A weekly bulletin is sent home on Wednesdays with information from parents and site administration. • GAC parent representative and GATE Coordinator will hold informational parent meetings to describe the GATE program and issues of concern to GATE parents. They will also hold informational meetings for all parents to describe the identification process and the GATE program. • Each parent, student and staff will sign the home-school compact included in the students' action plan which outlines how parents, staff and students will share the responsibility for improved student achievement. • Family mentor or buddy program-will be implemented to match a Rooftop family with new families at the beginning of the school year for all grade levels. • Parent/teacher conferences will be held semi-annually. • Parents/Guardians receive a Yearly Calendar of Events including site-based activities, district test schedules, holidays and conference information at the beginning of the school year. • A Weekly Newsletter (Wednesday Bulletin) will keep parents/guardians informed of school activities for participation. Families who express interest will receive this information via e-mail. When possible, information will be posted and updated on Rooftop's website. • All parents will be encouraged through the school newsletter and classroom memos to attend SSC and PTA meetings and all school community activities. • Parents meet with teachers at Parent Conferences twice a year. Information communication/meetings between parents and teachers are on going based on needs of classroom activities. • At Back-to-School Night, parents will receive grade level standards and a statement of teacher's expectations on student academic performance. • Parents will review student work & school programs at Spring Open House. • Student progress toward meeting IEP goals and objectives will be reported to parents clearly and at the same intervals as students in general education. • PTA meeting minutes will be sent home to all parents with the weekly bulletin. • Room parents will communicate important information through letters, e-mails, & phone calls. • Quarterly Art Newsletter will be sent home to parents. | <p>Admin Staff Parents</p> | | <p>WSF SBCP</p> |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>5.3 Address engagement of individual parent groups including parents of EL, EDY, Special Education, GATE, Migrant students:</p> <ul style="list-style-type: none"> • There is an annual International Festival to celebrate multicultural activities. • Increase the use of computerized grading programs. • Teachers provide opportunities for parents to come to the classroom and share a special talent, interest or native food. • Parents of student with disabilities will be informed of their child’s progress at least as often as their non-disabled peers, utilizing Attachment G of the IEP. • All parent activities shall provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. • Necessary steps have been taken to ensure a fully functioning ELAC. • Parents will attend informational meetings and/or receive informational newsletters on GATE, SPED and the English Language development programs. • Throughout the school year, activities occur during the school day, at night and on weekends to allow parents/guardians the opportunity to participate. • Grade Level PTA parent representatives will inform administration of concerns at the monthly PTA Executive Board meetings. • Notice of District GATE, BAC and Special Education Community Advisory Meetings will be posted for parent information in the Wednesday Bulletin. • Parents interested in volunteering on-site will receive training two times per year. • The school will maintain and regularly update its website. • In FALL 2004, the newly elected ELAC will survey parents in Chinese and Spanish to determine The need for translation services at PTA and other school wide meetings. | Consultants Parents Staff Admin. | | WSF SBCP PTA |
| <p>5.4 Providing education opportunities for parents:</p> <ul style="list-style-type: none"> • Rooftop offers art workshops for parents. • Speakers come to PTA meetings to present information on child development and educational topics. • Parents are encouraged to come on field trips and to attend school wide events. • Our current Parent Education Program offered in conjunction with the SSC and PTA will focus on preparing parents for the developmental changes in their child's social, emotional and intellectual development,; the changing core curriculum; and content standards. | PTA Admin Staff | | SBCP WSF |

| Description of Specific Actions to Improve Educational Practice | Persons Responsible | Related Expenditures/ Estimated Cost | Funding Source |
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| <p>5.5 Involvement of community partners:</p> <ul style="list-style-type: none"> • The PTA sponsors after school tutoring for underperforming students. • Parents and teachers work together to write grants for special projects. • Community partners such as artists lead activities in the classroom. • Career Day guests speak to and work with students. • Parents will be invited to work with staff as equal partners to implement and coordinate parent programs and build ties between parents and the school; sponsors afterschool programs etc. • The mental health partnerships with Edgewood and CPMC will be maintained and utilized to their maximum capacity. Administration will work with CPMC in an attempt to expand the partnership to include full day services. • Collaborations with Julia Morgan and SF Arts Education project will be expanded to include more classes. • Students will be referred for services to outside community agencies through the SST and IEP process. • PG&E and CAL FED matching grants are to be continued. • Local SFPD Car 29 services will be utilized on an "as needed" basis. • CASA staff will participate in SST's when appropriate and possible. • The Elementary Advisor will receive written permission from parents of under performing students (those scoring on the CST and CAT in the well below basic and below basic range) to contact students' after school programs to establish communication, create homework support contract, and provide the foundation for a collaboration designed to improve individual student achievement. | PTA Parents Staff Admin | | WSF SBCP |
| <p>5.6 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • Program participants are surveyed to monitor program effectiveness. • Students, teachers and families are surveyed both formally and informally. • Community meetings will be used as a forum to evaluate and, if necessary, revise strategies to improve outreach efforts. • Once a year the SSC will review parent surveys regarding school and the level of parent satisfaction. The SSC will take parent input under advisement. • Results of the Parent Survey will be shared at the PTA meeting and sent home with the weekly bulletin. • Administration attends monthly PTA Executive Board meetings to obtain feedback from parents about the school program. | Staff Admin Parents | | WSF PTA |