

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Academic Plan
for
Student Achievement

Tenderloin Community School

School

3868478 6115901

CDS Code

April 9, 2004

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: All classes are provided with State adopted core curriculum materials and teachers' lesson plans reflect their use. All teachers, including Special Education teachers, use the California Standards in the core curriculum to ensure that grade level content and performance standards are addressed for all students. Lesson plans demonstrate that content standards are addressed daily. The standards are the focus of ongoing staff development and cooperative grade level team planning. Lesson plans and classroom instructional practices are monitored by the principal for ongoing alignment with the standards.

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: The school provides District adopted core curriculum instructional materials for use by all students, including standards-based supplemental materials for EL, Special Ed, EDY and GATE students. Teachers' lesson plans evidence daily use of adopted instructional materials and supplemental materials. Year-end an inventory of these is conducted by staff, including records of materials in content areas. Site policy holds teachers accountable for materials and core resources. As replacement texts and teacher resources of such materials are needed, costs for same are provided in the school's operational budget.

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 three 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: Regular, ongoing grade level and staff development meetings are used to align core content standards, analyze assessments and determine the professional development needs of staff.

As a Reading First School, K-5 teachers participated over the summer in 40 hours of professional development workshops on the use of the state adopted Houghton Mifflin Reading Program, with a focus on strategies and best practices to improve the reading skills of all students, especially students who have not met proficiency standards in reading/language arts. Four half-day data assessment sessions conducted by grade level teams and the Reading First coach are used to analyze data from Reading First assessments and writing prompts. Teachers participate in another 24 hours of grade level meetings for team collaboration and planning, and 8 hours of site-based

professional development on strategies to improve struggling readers' reading comprehension, vocabulary development, fluency, phonemic awareness and phonics skills. The Reading First coach is assigned to regularly visit classrooms, model best practices and coach individual teachers as needed.

Grades 3-5 teachers regularly participate in the ECR "Struggling Readers" meetings throughout the year, focusing on specific strategies to meet the needs of struggling readers, particularly English Learners. With the support of the ECR Consultant, teachers learn to work with guided reading groups and literature circles, and to guide independent readers during the language arts block.

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: Each August teachers are provided disaggregated student performance data (from the CST, CAT-6, CELDT, MPA and ABC) to identify underachieving students in their class and are directed by the principal to develop long-range intervention strategies to support these students in the areas of reading/language arts and math. Upper grade class-size reduction teachers work with small groups of underperforming upper grade students, increasing reading and math instructional time with certificated teachers for such students. A resource specialist and paraprofessional work to ensure that Special Ed students have developmentally appropriate access to the core curriculum. A literacy specialist works with students in the bottom quartile in reading. Cross grade level reading buddy activities occur on a weekly basis in many classes. Partnerships with SFSU, USF and New College provide student teachers and America Reads volunteers who tutor identified underperforming students. The SST meets weekly to address and provide interventions to meet the academic and social needs of underperforming students. The elementary advisor counsels at-risk students.

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

SITE: Categorical funds to the school were allocated to fund two classroom paraprofessionals who assist in classroom instruction, thus enabling teachers to devote special instructional time with underperforming students. Additional categorical funds were utilized to hire a literacy specialist who provides intensive intervention support for students at risk of early failure in reading. Through categorical funding, after school tutorials led by certificated teachers are provided for underperforming students, one to two days per week. Funds are also allocated to purchase supplemental reading and math instructional materials to support underperforming students as needed. Additional resources have been utilized to expand the school library collection.

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 use of disaggregated CST, CAT-6, IWA, ABC, Brigance and CELDT data and grade level supplementary instructional activities and plans, along with individual teacher's informal assessments and observations, student work folders/writing portfolios, LALAR results and related assessments, all are part of a comprehensive, site-based assessment program which informs teachers' instructional planning to improve teaching and learning. The use of Reading First Assessments has been the focus of grade level meetings and planning for reading improvement strategies, with assessments scheduled at 6-8 week increments, followed by data release days and grade level meetings to inform teachers' instructional practices and improve instructional delivery. Harcourt Math and math performance assessments are utilized to monitor student progress, with results reviewed at grade level meetings with the objective of adjusting and refining instructional practices to improve student achievement.

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: With partnerships with the Bay Area Women's and Children's Center (BAWCC), SF School Volunteers, SFSU, New College and USF's America Reads Program, the school benefits from volunteers, student teachers and tutors who provide small and individual instructional support and interventions for underperforming students under the direction of classroom teachers and the literacy specialist. SF Ballet, SF Symphony and LEAP provide arts extension programs and activities for our students, with cross-curricular applications. Our after school clubs through BAWCC provide students with opportunities to explore student areas of interest in greater depth. Clubs such as the Vietnamese Club, the Spanish Club, the Chinese Club Dance Club, and Homework Help Club allow students an opportunity to expand and develop their skill base.

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

SITE: The vast majority of Tenderloin Community School students live in crowded conditions in the Tenderloin District, which is made up largely of studio/one bedroom apartments with little play space and few public parks. Students come from families that are recent immigrants, speaking little or no English. Many of our students have had very little opportunity to explore or discover outside their immediate neighborhood as a result of their parents' limited incomes and shortage of free time (many parents work two jobs). A majority of our students enter kindergarten without pre-school experience or English language skills. A lack of translators sometimes limits direct communication with parents. Lack of an on-site summer school creates barriers to year-long learning and connections to the regular school year. Many of our students face setbacks, rather than academic gains during the summer months.

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

SITE:

- With an increase in student enrollment of 10% at the start of the school year, the site faced a shortage of available classroom space for class-size reduction classes, which provide underperforming students with increased direct instructional time with certificated teachers.
- Many general education classroom teachers were faced with the instructional/classroom management challenges of working with large numbers of Inclusion, RSP and mainstreamed Special Ed students, along with underperforming general education students. Additional on-site professional development

was needed this school year to assist these teachers, many of whom did not feel equipped with the necessary resources to fully address students' diverse needs.

- The site's second class-size reduction teacher was not hired until December 2003 due to delays in approval/ loading of the site's final budget, and delays engendered by the District's teacher consolidation process. Consequently, upper grade classes were impacted with large classes averaging over 30 students in the Fall Semester.
- District layoffs resulted in major classified staffing changes at the start of the school year, with some positions not filled till late Fall 2003. In March 2004, a new round of District layoffs has resulted in the loss of a valued grades 4-5 classroom instructional aide who worked with underperforming students.

DATA CONCLUSIONS AND DISTRICT GOALS

Conclusions from Student Performance Trend Data:

- Based on Spring 2003 CST/CAT-6 data, the school's API ranking declined to a 3, from the previous ranking of 4.
- Approximately 55% of our students are EL students. Based on available AMAO data, EL students did not meet either of the two AMAO objectives: Only 35.7% of EL students met the growth objective of moving up one or more English language developmental levels, contrasted with the AMAO growth objective of 51%. Only 12.4% of EL students reached English language proficiency, compared to the AMAO objective of 30%.
- Our Latino and African American students' scores mirror the academic achievement gap shown district-wide based on the CST/CAT-6. Latino students, representing 27% of our student population, did not make AYP targets in math or reading; African American students, 11% of our student population, did not make proficiency targets in math or reading.
- 57% of our Special Ed students (RSP, INC & SDC) performed at the far below basic range on the CST in reading; 40% at far below basic in math. 22% of Special Ed students scored at the basic range in reading; 20% in math. By the end of grade 5, 0% of Special Ed students were at proficient level in reading and only 18% at basic; 0% at proficient in math and 11% at basic.
- For CST reading, the trend is generally flat. In the last two years, the percentage of students scoring at basic or above has remained at 60%. The percentage of students at proficient or above has increased by only 2%, from 20% to 22%. However, at grades 4-5, we see measurable progress. At grade 4, there is a jump of 14% in the percentage of students at proficient or above in reading, from 16% to 30%. At grade 5, there is an increase of 5%, from 17% to 22% at proficient or above. Grades 2-5 CST 2003 ELA Reports identified reading comprehension, word analysis and vocabulary development, and written conventions as key cluster areas for targeted school-wide improvement.
- Overall, for CST math over the last two years, the percentage of students at basic or above declined 4%, from 60% to 56%. However, we see significant growth at grade 3 in the percentage of students at proficient or above in math. At grade 3, the percentage of students at proficiency or above jumped from 20% to 40%. Grades 2-5 CAT-6 Data Reports and Grade 3 MPA data identified math problem-solving as a key cluster area for targeted school-wide improvement.

Conclusions from Surveys and Community Meetings:

All school families were provided with a parent survey instrument. The 2003-2004 parent survey addressed academic programs, general program information, school climate and parent involvement. Based on limited returns (17%), the survey shows over 95% of parents are satisfied with the language arts and math programs, with over 65% of these parents rating the programs as above average to outstanding. Similar ratings were given to the school's social studies, science programs and visual/performing arts programs.

According to survey results, parents on the whole are pleased with school programs/activities to develop student self-esteem, personal responsibility and appreciation for diversity. Of particular note, close to 90% of respondents indicated that the school programs/environment support student understanding and appreciation of ethnic and cultural similarities and differences. Given the great diversity of our students/families, with over

23 identified primary home languages spoken, this finding is very significant, and will guide our planning for multicultural activities and events for the next school year.

Based on UBC teacher priorities, maintaining lower classes sizes at grades 4-5 is a top priority in support of increased student achievement and equity. In order to close the achievement gap, teachers' stated priorities are to have both .5 FTE primary grade and a .5 FTE intermediate literacy specialists to work with underperforming, at risk K-5 students. Teacher priorities also include funding for a Sports4Kids Consultant to work with students in improving student fitness as measured by performance on the Spring 2005 FitnessGram .

Teacher surveys and feedback at staff meetings reflect that the overwhelming majority of teachers have sought to opt out of the Reading First Program for the 2004-2005 school year, on the grounds that the Tenderloin Community School is not a Star School and that the teachers were not given a voice in the original decision to become a Reading First School, among other reasons cited. After sharing teachers' concerns with the District, the school was given permission to make the decision whether or not to continue with the Reading First Program, with the staff opting not to continue with the Program for the 2004-2005 school year.

As discussed by staff and parents alike at community meetings, there is a recognized need to expand the level of parent involvement in the classrooms/on campus through increased parent outreach efforts, extended hours for multilingual staff, and through parent workshops, programs and events targeted for underrepresented parent groups, particularly the parents of AA, L, EL, EDY and Special Ed students.

*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 California Achievement Test, Sixth Edition (CAT-6), the California Standards Test (CST) and other assessments as appropriate.
 - A. AA and L students will achieve their API/ AYP targets for 2005.
 - B. By June 2005, 15% of AA and L students scoring at below proficiency in reading and math on the CST will move to the proficient range; 5% of students from proficient to advanced.
 - C. By June 2005, 15% of AA and L students scoring at below proficiency in reading comprehension and vocabulary development on the CST will move to the proficient range; 5% of students from proficient to above.
 - D. By June 2005, 15% of AA and L students scoring at below average proficiency in math problem-solving on the CAT-6 will move to the average range; 5% of students from average to above average.

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.
 - A. By June 2005, there will be at least a 10% increase in EL reclassification for grades 3-5 students.
 - B. By June 2005, 20% of EL students at grades 4-5 will move from the below basic range in reading and math on the CST to the basic range; 15% will move from basic to proficient; and 5% will move from proficient to advanced.
 - C. By June 2005, there will be at least a 5% demission rate for Special Ed students.
 - D. By June 2005, 10% of Special Ed students will move from far below basic to below basic range in reading and math on the CST; 5% will move from below basic to basic; 5% from basic to proficient.

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.
 - A. By June 2005, there will be at least a 10% increase in the number of students scoring at proficient or above on the Grade 4 CST Writing Test.
 - B. By June 2005, 20% of students scoring below basic in reading comprehension on the CST will move to the basic range; 15% will move from basic to proficient; and 5% from proficient to advanced.

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.
 - A. By fully implementing the TRIBES Agreements, the school will reduce the number of incidents of classroom and playground student disruptions, fights and slurs by 10% through year-end as measured by incident, accident and office referral/suspension logs.
 - B. By June 2005, all students will demonstrate a heightened understanding and ability to comply with safety and emergency procedures/protocols, as measured by pre-post student surveys and safety drill logs.
 - C. For the school year 2004-2005, the school will fully implement tobacco, drug and violence prevention programs mandated by the Safe and Drug Free School and Tobacco-Use Prevention Funds Act, with an emphasis on student support programs, conflict resolution, parent education, health education, emergency preparedness and crisis management, as measured by a quarterly review of teachers' lesson plans, parents sign-in sheets and office referral logs.
5. **Parent and Community Involvement;** Significantly increase the involvement of a broad base of parents and community at the school level.
 - A. Parent involvement and participation in daily school and classroom activities will increase by at least 10% for the 2004-2005 school year, as evidenced by parent volunteer sign-in book entries and attendance records for school events/programs.
 - B. Attendance at PTO, SSC/ELAC/SAC meetings, school events and parent workshops will increase by 10% for the 2004-2005 school year, as measured by parent sign-in sheets/logs and pre-post surveys.

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 AA and L students.

Performance gains expected for these students: AA and L students will meet API/AYP targets. 15% of AA and L students scoring at below proficiency in reading and math on the CST will move to the proficient range; 5% of students from proficient to above. 15% of AA and L students scoring at below proficiency in reading comprehension and vocabulary development on the CST will move to the proficient range; 5% from proficient to above. 15% of AA and L students scoring at below average proficiency in math problem-solving on the CAT-6 will move to the average range; 5% from average to above.

Means of evaluating progress toward this goal: Quarterly analysis of student performance on Houghton Mifflin Reading and Harcourt Math assessments (formative, progressive and summative), and student portfolios/ progress reports.

Group data needed to measure academic gains: Disaggregated 2004 CST/CAT-6 and Brigance data; content cluster analysis of CST/CAT-6 results.

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:</p> <ul style="list-style-type: none"> • Teachers will create intervention plans for targeted AA and L students who are performing below proficiency in reading and math on the CST. Intervention plan goals and benchmarks will be fully aligned with our standards-based program of instruction. • Teachers will participate in quarterly grade level meetings to review targeted students' intervention plans, plan and align intervention strategies to the standards, and calibrate student work to the standards. 	<p>Principal, Teachers</p> <p>Teachers</p> <p>“ “</p>	<p>Principal (116,495)</p> <p>Classroom Teachers (1,090,980)</p> <p>.</p>	<p>WSF</p> <p>WSF</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> In August, all teachers will meet to review group and individual student data from the CST/CAT-6 to identify the reading and math achievement performance of AA, L, EL, EDY and Special Ed students relative to other student groups; and identify key areas of focus to address the learning needs of targeted student groups. Individual students performing below proficiency will be targeted for math and reading intervention programs /strategies Primary and intermediate literacy specialists will provide interventions during universal access times for targeted students below the proficient level to meet the State’s proficient and advanced levels of student academic achievement performance targets as cited in NCLB section 1111(b)(1)(D). Supplemental instructional materials needed to support intervention activities will be purchased. Teachers will use multiple measures to assess targeted students’ learning (benchmarks, student work, student self-assessment), including use of periodic Houghton Mifflin, Harcourt Math, Reading Results assessments, writing prompts and/or student portfolios. Teachers will focus on assisting targeted students with reading comprehension and vocabulary building through the use of high interest reading materials, especially nonfiction reading, through theme-related projects. To increase targeted students’ comprehension skills, teachers will use such strategies as asking questions, making predictions, searching for contextual cues, monitoring for understanding, and using prior knowledge to make sense of new content or new literacy structures. Teachers will implement strategies such as using math journals, problem-solving stories, math readers and counting books, to enhance targeted students’ math literacy and problem-solving skills. Targeted students will participate in grade level math activities and computer projects with real-life applications that allow them to communicate their problem-solving, critical thinking and computer skills. To supplement the Harcourt Math Program, the school will purchase student practice books for targeted grades 2-5 students on math problem-solving/reading strategies. 	<p>Principal, Teachers</p> <p>Literacy Specialists</p> <p>Teachers</p> <p>“ “</p> <p>“ “</p> <p>“ “</p> <p>“ “</p>	<p>.5 FTE Lit Specialist .5 FTE Lit Specialist (72,732)</p> <p>Instructional Materials (6,459) (2,663) (2,751) (800)</p>	<p>Title1 Title 1</p> <p>Title 1 WSF WSF SpEd LEP</p>
<p>1.3 Extended learning time:</p> <ul style="list-style-type: none"> Targeted students scoring below the proficient level in reading and math on the CST will be provided assistance by teachers in after school tutorials, offered 1-2 times per week. At the end of each report card period, the tutorials coordinator will review student progress in tutorial program and share results with classroom teachers. 	<p>Tutorials Coordinator</p>	<p>Extended Hours (8015) (4475)</p>	<p>Title 1 SI</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"> Targeted students below grade level proficiency in reading will receive 1 to 3 times weekly, one-on-one or small group pull-out support from the primary grade and intermediate literacy specialists Targeted students will also receive weekly tutoring from teachers and school partners SF School Volunteers and America Reads tutors. 	<p>Literacy Specialists</p> <p>Tutors</p>		
<p>1.5 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> To close the achievement gap for targeted students, teachers will collaborate at grade level meetings using the inquiry cycle. Teachers will look, reflect and debrief on previously implemented strategies; analyze the current cycle’s data for targeted groups and set goals by analyzing performance data, reviewing student work, identifying patterns and trends, choosing the instructional focus, and targeting measurable achievement goals for a given 6-8 week cycle. For a given cycle, teachers will collaboratively plan units of math and reading instruction, identify key concepts and strategies to meet the learning needs of targeted groups, and strategize universal access for diverse learners. Grades 3-5 teachers will use the ECR Critical Friends Protocols, with a focus on AA and L students who are far below basic in reading on the CST. Through the Protocols, teachers will present a case study on a struggling student, goals will be identified at the appropriate CST or CELDT level, and teachers will collectively brainstorm possible intervention strategies. The strategies will then be generalized to other struggling students within the same targeted group. Math facilitators will plan and implement professional development for staff on the most effective strategies for improving targeted students’ math problem-solving skills and math literacy skills. Literacy specialists will provide professional development on how to improve targeted students’ reading comprehension and vocabulary development skills. 	<p>Principal, Teachers</p> <p>Gr 3-5 Teachers</p> <p>Teacher Facilitators</p> <p>“ “</p> <p>“ “</p>	<p>Extended Hours (see 1.2)</p> <p>Substitute Teachers (11,747) (3055)</p>	<p>SI Title 1</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.6 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> • At Spring 2003 Curriculum Night, parents and their children will participate in games/activities that support improved student performance in reading and math. • Parents will receive recommended student reading selections from the published California Reading List based on their children's reading level as assessed on the CST. • The elementary advisor will inform parents of targeted students about available school/community services to assist students reach grade level proficiency in reading and math. • After each report card period, the literacy specialists will send home student progress reports for targeted students in the primary and intermediate intervention programs. 	<p>Principal, Teachers</p> <p>Literacy Specialists</p> <p>Elementary Advisor</p> <p>Literacy Specialists</p>	<p>Elementary Advisor (24,027) (6,007) (6,007)</p>	<p>Consent Decree LEP SI</p>
<p>1.7 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Parents of targeted students will be provided with at-home learning activities to support student learning. Under the direction of BAWCC, students and their families will participate in a Family Lending Library Program designed to improve students' reading skills. 	<p>BAWCC</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated cost	Funding Source
<p>1.8 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • Data analysis and planning: The District provides an annual evaluation of student performance on achievement data disaggregated by gender, ethnic group, and EL, Special Ed and EDY status. The principal will provide this information in the Fall Semester to the SSC and staff. The SSC will monitor student achievement and implementation of the school’s academic plan. • Staff will meet quarterly to analyze, discuss and evaluate disaggregated student achievement data. This process will result in the staff meeting regularly to plan for an articulated, coordinated program for targeted students. Teachers will plan appropriate lessons which address gaps in student achievement. • Assessment of targeted students will be done utilizing authentic assessment and data, including entry level assessments such as Brigance and CELDT; progressive monitoring through Harcourt Math, Houghton Mifflin Reading, Reading Results, LALAR and/or Math Steps; and summative assessments such as the CST and CAT-6. • Ongoing evaluations will include the continuous portfolio process, student performance summaries, running records, end-of-unit tests and teacher observations to continuously align the curriculum and instruction with the State Content Standards. 	<p>Principal, Teachers & SSC</p> <p>Principal, Teachers</p> <p>Teachers</p> <p>“ “</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: EL, EDY, Special Ed. and GATE students.

Performance gains expected for these students: There will be at least a 10% increase in EL reclassification rate for 3rd –5th graders. 20% of EL students at grades 4-5 will move from the below basic range in reading and math on the CST to the basic range; 15% will move from basic to proficient; and 5% will move from proficient to advanced. There will be a 5% demission rate for Special Ed. 10% of Special Ed. Students will move from far below basic to below basic range in reading and math on the CST; 5% will move from below basic to basic; 5% will move from basic to proficient.

Means of evaluating progress toward this goal: Quarterly review of student assessment data (Houghton Mifflin & Harcourt Math), student portfolios, progress reports and classroom-based projects. Quarterly review of site plan benchmarks; teacher long-range/ daily lesson plans; grade level and cross-grade level meeting notes/agendas; and staff development programs/agendas.

Group data needed to measure academic gains: Disaggregated student data on CELDT, CST/CAT6, LALAR, Houghton Mifflin Reading, Results and/or Harcourt Math Assessments.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<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 the core curriculum, address State Content Standards and meet State guidelines for instructional time. All students will receive and use adopted instructional materials and have access to all core programs offered at the school. Classroom instruction will demonstrate the use of modifications, adaptations, extensions and differentiation to address the identified learning needs of students. By grade level, teachers will create yearlong, standards-based curriculum maps for core content areas. 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. IEPs will be written and aligned to State Core Content Standards and reflect students’ present levels of performance. Students with disabilities will be mainstreamed to maximize content in core curriculum to the extent appropriate as outlined in their IEPs. 	<p>Principal, Teachers</p> <p>Teachers</p> <p>“ “</p> <p>Special Ed Teachers</p> <p>“ “</p>		

<p>2.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • EL, Special Ed and EDY students will engage in daily guided experiences across the core curriculum to develop basic skills as readers. Flexible groupings will maximize learning outcomes for special needs students. Students will engage in the following activities and/or use the following materials: <ul style="list-style-type: none"> - Read aloud, shared reading, interactive, guided and independent reading and response (including research reports, book reports); - Daily writing (for fluency), Writer’s Workshop (for process and publication); - Conventions of writing, spelling, handwriting and grammar will be explicitly taught using core and supplemental materials; - Universal access time; word work; - Phonemic awareness, phonics and whole language activities; and - Literature circles. - Utilizing the District’s adopted K-5 Houghton Mifflin Reading Series, with student anthologies; EL, Extra Support and Challenge Handbooks; and Resource Kits. Additional Houghton Mifflin materials will be purchased including Houghton Mifflin software, alpha friends/sound-spelling cards, leveled books and fluency passage assessment kits; - Library resources to showcase Houghton Mifflin Themes; - Audio-visual materials to expand vocabulary and enhance reading development; - Weekly visits to the school library and opportunities to visit the public library, with a focus on utilizing library resources to enhance students’ understanding and appreciation for multicultural events/holidays. • Differentiation strategies will be fully utilized by both general and special educators such as flexible grouping, tiered assignments, SDAIE/sheltered English techniques, curriculum compacting, learning centers and technology-based projects (August-June). • EL students will be provided a high quality ELD Program taught by CLAD certificated classroom teachers. Teachers will use specific instruction in ELD and will use SDAIE strategies to help students when teaching the core curriculum in English. EL students will also have the support of a bilingual Vietnamese paraprofessional who will provide one-on-one and small group instruction and cultural enrichment under the direction of the classroom teacher. • Teachers of EL students will utilize the Houghton Mifflin and Harcourt Math EL Handbook lessons/activities, which combine both language and content objectives by teaching language within the context of preteaching/reteaching each lesson. • Teachers of EL students will also utilize the CLRP Focused Approach strategies to scaffold and link ELD and ELA instruction with the Houghton Mifflin Reading Program. 	<p>Principal, All Teachers</p> <p>Curriculum Committee</p> <p>Teachers</p> <p>“ “</p> <p>Sports4Kids</p> <p>Teachers</p> <p>“ “</p>	<p>Repair & Maintenance (1,000)</p> <p>Consultants (16,619) (5,000)</p> <p>Para (20,736)</p>	<p>WSF</p> <p>WSF SI</p> <p>LEP</p>
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<p>2.3 Extended learning time:</p> <ul style="list-style-type: none"> • All children, particularly low-achieving children and those at risk of not meeting the State student academic achievement standards required by section 111(b)(1) will receive and work on extended learning activities such as homework packets, and Test Ready materials. • The school will explore the feasibility of after school science enrichment classes through the Bay Area Discovery Museum. • The Tenderloin Child Development Center provides after school childcare, with homework assistance. • After school clubs sponsored by the BAWCC will be offered to all students. After school clubs will provide enrichment and learning experiences through such offerings as the Homework Club, Chess Club, Chinese Club, Vietnamese Club, Spanish club, Computer Club and Soccer Club. A daily K-5 before school program will focus on perceptual motor activities. • In partnership with BAWCC, the S.F. Ballet will sponsor an after school Ballet Club. • The school will explore the feasibility of establishing a teacher-supervised and parent-led daily Homework Club during school hours at recess time for students needing additional homework support. • Sports4Kids will establish two after school Sports Clubs. • Through BAWCC’s Tenderloin Youth Sports Initiative, after school intramural sports activities will take place weekdays after school in the Multipurpose Room. 	<p>Principal, Teachers</p> <p>BAWCC</p> <p>CDC</p> <p>Tutorials Coordinator</p> <p>BAWCC</p> <p>“ “</p> <p>Principal</p> <p>Sports4Kids Consultant</p> <p>BAWCC</p>		
<p>2.4 Increased educational opportunity:</p> <ul style="list-style-type: none"> • A class-size reduction teacher will lower class size in the fourth and fifth grades to no more than 25 students per class, giving all students, especially EL, mainstreamed Special Ed, and EDY students more access to the classroom teacher and increased learning opportunities. • Partnerships with local colleges and universities will provide Tenderloin with student teachers and America Reads volunteers to lower teacher-student ratios in the classrooms and provide additional support for EL and EDY students. • S.F. Symphony’s Adventures in Music Program provides multicultural concerts at the school site, with related instructional program. • Field trips to the CA Academy of Sciences, Davies Symphony Hall, Yerba Buena Center will provide students with extended learning opportunities. • 5th grade GATE students will select questions for a weekly school-wide Question of the Week activity • 5th Grade students will have a culminating field trip experience to the Marin Headlands. • S.F. Ballet will offer on-site school dance instruction for 2nd and 3rd graders during the school day. • BAWCC volunteer will work with classroom teachers and students, incorporating gardening, recycling, and composting curriculum into their studies. 	<p>Gr 4-5 Class-Size Reduction Teacher</p> <p>USP, SFSU & New College</p> <p>SF Symphony</p> <p>Teachers</p> <p>GATE Coordinator</p> <p>Teachers</p> <p>SF Ballet</p> <p>BAWCC</p>	<p>Class-Size Reduction Teacher (72,732)</p> <p>Field Trips (1,600)</p>	<p>WSF</p> <p>SI</p>

<p>2.5 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> Title I funds will be used for continuous staff development on effective methods and instructional strategies that are based on scientifically based research to: strengthen the core program; increase the quality of learning time; and address the needs of low-achieving children and those at risk of not meeting the State Student Achievement Standards. To ensure that all students have equal access to the core curriculum, teachers will attend site professional development workshops and plan, share and evaluate interdisciplinary learning experiences at monthly grade level and whole staff professional development meetings. Planning will include: <ul style="list-style-type: none"> Assuring equity by using differentiated instructional strategies targeted to the acquisition of content understanding for EL, EDY, Special Ed and GATE students; Providing training for general education teachers on adapting/modifying the core curriculum for Special Ed students in inclusion/mainstreaming programs; Increasing awareness of student learning styles/multiple intelligences and effective linguistic-instructional strategies; and Addressing the language and academic needs of ELs, with a focus on linking the ELD Standards with the ELA Standards. Reviewing student portfolios at grade/cross grade level meetings to examine areas of student needs and strengths in core content areas. <p>Release time will be provided for teachers to collaborative plan and to observe/cross train in other classrooms and outside the school.</p> <ul style="list-style-type: none"> In the Fall, a cadre of teachers will participate in the CRLP's Focused Approach Training to support teachers of EL students on how to link language instruction to reading instruction using the Houghton Mifflin Reading Program. The cadre of teachers will lead staff in the development of curricular units/lesson plans, and lead grade level and cross grade level discussion and implementation of CRLP strategies. Teachers of Special Ed students will participate in District-sponsored workshops and monthly site collaborative/staff development meetings to discuss instructional strategies, help students reach their IEP goals, identify appropriate materials to be used, and ensure student access to the core curriculum. The physical education specialist will lead two professional development programs for teachers, held in the Fall and Spring. 	<p>Principal, Curriculum Committee</p> <p>Principal, Curriculum Committee & Teachers</p> <p>Substitute Teachers</p> <p>Teacher Facilitators</p> <p>Special Ed Teachers</p> <p>Sports4Kids Consultant</p>	<p>Substitute Teachers (see 1.5) Extended Hours (see 1.2)</p>	
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<p>2.6 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> • In the school lobby, a GATE Bulletin Board will post a description of the GATE Program, notices of GAC meetings and flyers on special events. Student projects/work will be showcased. • The Student Success Team (SST) will meet weekly to assess students who have been referred as potentially at-risk, look at student program placement, make recommendations for program changes or support, and review student progress against access to the core curriculum. • Fall 2004 Parent orientation programs will focus on our standards-based programs in the core content areas. • Parents will receive “parent friendly” information on the State Math and Language Arts Standards, written, explained and translated into accessible languages (English, Spanish, Vietnamese and Chinese). • Parents will have the opportunity to review student portfolio/project expectations, discover their child’s areas of strength, and gain insight as to how to help their child improve meet or exceed state standards in core content areas. • All parents will be strongly encouraged to attend Parent-Teacher Conferences, Portfolio Nights, Curriculum Nights and Parenting Workshops, as offered throughout the school year. • The Family Room will be open Monday through Thursday mornings to parents for school activity updates, support with parenting tips and homework help, and information on community services for families. 	<p>GATE Coordinator</p> <p>SST Coordinator</p> <p>Principal, Teachers</p> <p>“ “</p> <p>“ “</p> <p>Principal, Teachers</p> <p>“ “</p> <p>BAWCC</p>	<p>Senior Clerk Typist (59,358)</p> <p>Supplies (8,000) (3,568)</p> <p>Postage (363)</p>	<p>WSF</p> <p>WSF SI</p> <p>WSF</p>
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<p>2.7 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Meetings will be held in the Fall and the Spring with parents of GATE students to explain the GATE program at the site, distribute information about the GATE identification process, and discuss other issues of concern to GATE parents. <ul style="list-style-type: none"> - A parent representative will be selected to attend GATE Advisory Council (GAC) quarterly. GATE Representative will be an active participant in the planning, facilitation and monitoring of the GATE program at the site. -GATE Coordinator will attend SSC and PTO meetings to describe the GATE program to all parents. • A Coordinated Services Team, composed of the inclusion teacher, RSP teacher, literacy specialists, and Speech & Language teacher, will meet quarterly with classroom teachers to discuss, evaluate and plan for special needs students under their supervision. • Under the supervision of the inclusion teacher, a “lunch bunch” group of Special Ed and General Ed students will meet twice-weekly to focus on social skills development. • ESL classes for parents will be offered on-site through Alemany Community College. 	<p>GATE Coordinator</p> <p>GATE Parent Representative</p> <p>Coordinated Services Team Inclusion Teacher</p> <p>Alemany ESL Coordinator</p>		
<p>2.8 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • GATE Coordinator and Parent Representative to GAC will help monitor the GATE program in all its aspects. They will work closely with the SSC and the Principal to ensure that the GATE program is being implemented using differentiated instruction and curriculum throughout the day. • Teachers will maintain assessment folders and student portfolios to monitor ongoing student progress in core content areas, using grade level rubrics where appropriate. Folders/portfolios will be reviewed three times yearly at grade level meetings, and with parents at fall and spring parent-teacher conferences. • CELDT, LALAR, and other assessment results will be used to inform instructional practices for EL students. EL students who meet specified criteria will be reclassified to FEP status. • The school will utilize an IEP Master Calendar that integrates all IEPs to ensure compliance with timelines. • Special Ed students will be monitored through the IEP process and Attachment “G”s. • Grade level teams will meet regularly to analyze cross-curricular student data to inform teaching practices and refine/modify instructional strategies to meet student needs. • All students will be assessed at least three times a year utilizing Houghton Mifflin and Harcourt Math assessments. 	<p>GATE Coordinator, Parent Representative</p> <p>Principal, Special Ed Teachers</p> <p>All Teachers</p> <p>“ “ Principal Special Ed Teachers</p> <p>Teachers</p> <p>“ “</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: There will be at least a 10% increase in the number of students scoring at proficient or above on the Grade 4 CST Writing Test. 20% of students scoring below basic in reading comprehension on the CST will move to the basic range; 15% will move from basic to proficient; and 5% from proficient to advanced.

Means of evaluating progress toward this goal: Quarterly review of teacher long-range/daily lesson plans and student portfolios; teacher/principal observations/sharing of instructional delivery strategies.

Group data needed to measure academic gains: Performance outcomes from Houghton Mifflin and CST/CAT6 assessments.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>3.1 Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> To improve the delivery of reading and writing instruction to all students, teachers will employ classroom instructional practices selected from the State Frameworks and Standards exemplars as well as comprehension strategies drawn from <i>Mosaic of Thought / Strategies That Work</i>, and writing strategies from the Step Up To Writing Program. 	Principal, Teachers		
<p>3.2 Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> K-5 teachers will administer and score monthly standards-based writing prompts. At monthly grade level meetings, teachers will analyze student work, utilizing rubrics/anchor papers. Each month grades K-5 teachers will select a strategy from <i>Mosaic of Thought / Strategies That Work</i> to improve students' reading comprehension skills, including strategies such as making connections, questioning, visualizing and inferring, determining importance in text and synthesizing information (August –June). Video series will be purchased, which offers techniques/tips to teachers for implementing <i>Mosaic of Thought/Strategies That Work</i> strategies. The literacy specialists and teacher facilitators will model literacy lessons such as small group guided reading, Step Up to Writing and reading comprehension lessons. 	Teachers Literacy Specialists, Teacher Facilitators Curriculum Committee Literacy Specialists		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>3.3 Extended learning time:</p> <ul style="list-style-type: none"> • School partner volunteers from local colleges and community organizations will work with students in an after school reading club. • A reading buddy program will be implemented in which upper grade student read to primary grade students. • BAWCC will offer an After School Homework Help Club three times a week to assist students with selected strategies of focus. 	<p>America Reads Tutors, Literacy Specialists BAWCC</p>		
<p>3.4 Increased educational opportunity:</p> <ul style="list-style-type: none"> • Through the Newspaper Club, upper grade students will have the opportunity to write for a school newspaper for monthly distribution to the school community. • Distributed through the Family Room, the Family Lending Library (books-on-tape) will provide materials to K-5 students so that they can read and listen to books at home with family members. • School will explore feasibility of extending library hours to include twice-weekly lunch recess sessions so that students may have additional time with text to read silently or with reading buddies. 	<p>BAWCC Literacy Specialists Principal</p>		
<p>3.5 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> • In August, trained teacher facilitators will work with staff on how to implement lessons/learning activities from the Step Up to Writing Program to improve the teaching of writing through systematic, direct and scaffolded instruction. • Teachers will meet for morning <i>Mosaic of Thought/ Strategies That Work</i> breakfast sessions to share related readings and research on strategies and share implementation results and challenges. 	<p>Teacher Facilitators Teacher Facilitators</p>	<p>Travel Conferences (1,541)</p>	<p>WSF</p>

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>3.6 Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> • Teacher representatives at PTO meetings will periodically hold sessions on selected school-wide strategies of focus for parents to support their child’s growth as a reader and writer. PTO meetings will be held at the beginning or end of the school day to maximize parent attendance. • The office will distribute library card applications to all students to encourage public library usage. • With school partner volunteers from BAWCC, the school will provide focused writing opportunities for students through Spring 2005 Essay Contest. • The literacy specialists will conduct a workshop in the Fall/Winter to teach parents how they can help their children using selected school-wide reading /writing strategies of focus. • Read Aloud Day provides opportunities for parents and community members to share their love of reading with students. • All 4th grade students will have monthly pen pals from the community. • A Back to School Night will be held in early September to discuss the reading/language arts curriculum, selected school-wide areas of focus, and the direction/partnerships needed for a successful school year. 	<p>PTO Teacher Representatives</p> <p>Office Staff</p> <p>BAWCC</p> <p>Teachers</p> <p>Literacy Specialists</p> <p>Principal, Teachers</p>		
<p>3.7 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • BAWCC will distribute “How to Help Your Child at Home” materials to parents through Fall information packets, created in collaboration with the literacy specialist and classroom teachers, focusing on selected reading and writing strategies of focus. • A school-wide home reading program will be implemented, with parents signing-off on student reading logs. 	<p>BAWCC</p> <p>Principal, Teachers</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>3.8 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> Houghton Mifflin assessments, including fluency passage assessments and end-of-theme tests, will be administered at least three times a year school-wide to monitor student progress throughout the year and year-to-year. Grade levels will meet monthly to score writing prompts, review student portfolios, and analyze Houghton Mifflin assessment data to track student progress and mastery of skills and use of selected strategies. 	<p>Teachers</p> <p>“ “</p> <p>“ “</p>		

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. By implementing TRIBES Agreements, the school will reduce the number of incidents of classroom/playground student disruptions, fights & slurs by 10%. All students will understand and comply with safety/emergency procedures/protocols. The school will fully implement tobacco, drug and violence prevention programs.

Means of evaluating progress toward this goal: Quarterly review of conflict-resolution log, office referral/suspension log and student behavior contracts. Feedback from emergency drills.

Group data needed to measure academic gains: Office referral and suspension log; staff/parent focus group feedback, and safety drill logs.

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
<p>4.1 Procedure/activity to improve climate/safety:</p> <ul style="list-style-type: none"> • The Safe School Plan and Emergency Response Plan will be updated and shared with community and staff. • Rules for student behavior will be posted in the classrooms and common areas (cafeteria and playgrounds) as a way to reinforce safety and the TRIBES community agreements. • To promote meaningful opportunities for student engagement in service learning opportunities, students will participate in service organizations such as the Green Team, Reading Buddies, Peer Tutoring, the Safety Patrol and other grade level appropriate service opportunities. • Twice-yearly Attendance and Citizenship Award Assemblies will recognize excellence in student performance. • All students and staff will participate in regular simulated emergency drills and evacuations. Special Ed students and staff will practice safe evacuation and other emergency procedures for students with disabilities. • Students will participate in a variety of school-wide special activities/events to promote awareness of healthy choices, personal safety and violence prevention (Red Ribbon, Jump for Your Heart). • In conjunction with the SFUSD Health Services Department, the health advocate and classroom teachers will provide student education in the form of activities, campaigns and promotions on drug and tobacco avoidance, anti-violence, anti-defamation, tolerance and conflict resolution. Thirty hours of health education with six hours addressing tobacco and drug prevention will be delivered by K-5 teachers based on the District Health Curriculum • The physical education specialist will provide resources for student lunchtime and recess activities, helping to actively and positively engage students in the recess hours. • Upper grade students serving as junior coaches will assist the physical education specialist at recess by maintaining and distributing sports equipment and leading peers and younger students in sports and games. • The elementary advisor will monitor student attendance. In conjunction with the SART, the elementary advisor will provide family interventions for students who are frequently tardy or absent. • A City crossing guard will be posted at our busiest street corner to ensure that students safely cross the street. • Staff will monitor visitor sign-in and badge procedures. 	<p>All Staff</p> <p>Elementary Advisor</p> <p>Principal, Elementary Advisor</p> <p>“ “</p> <p>Principal, Teachers & ERT</p> <p>Health Advocate</p> <p>Health Advocate, Teachers</p> <p>Sports4Kids Consultant</p> <p>“ “</p> <p>Elementary Advisor, SART</p> <p>SFDP</p> <p>District Security Aide</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>4.2 Staff development and professional collaboration:</p> <ul style="list-style-type: none"> • The health advocate will disseminate information and instructional materials to staff at monthly staff meetings on healthy choices, violence prevention and on interventions to prevent student conflict. • Select staff members will participate in FEMA’s Multi-Hazard Safety Program for Schools which is designed to help schools prepare for major disasters. • Staff will attend CPR/First Aid Classes to renew certification. • In Fall 2004, all staff will participate in TRIBES refresher staff development. 	<p>Health Advocate</p> <p>Staff Volunteers</p> <p>Social Committee</p>		
<p>4.3 Engagement of staff, parents, community:</p> <ul style="list-style-type: none"> • A Family Day devoted to TRIBES Training will be scheduled for Fall 2004. • A school-home contract regarding student behavior expectations will be distributed and signed-off on at the start of the school year. The elementary advisor will monitor and contact families when needed regarding behavior problems. • Appropriate resources will be made available to assure translation and interpretation services for parents as needed. • At the start of the school year, parents and school community members will attend a community meeting to discuss the school’s emergency plan and how it works, including evacuation sites and student release. • At the start of the school year, parents will be strongly encouraged to provide their children with an Emergency Snack Pak to be used in emergency situations. 	<p>Social Committee</p> <p>Principal, Elementary Advisor Principal</p> <p>Principal, Parents & BAWCC</p> <p>Parents</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>4.4 Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> All students will have access to the on-site dental clinic through the BAWCC, where a pediatric dentist and hygienist will work one day per week. Students and their families who qualify will receive mental health services from the Tender Lion Family Services, Chinatown Child Development Center, BAWCC or the Edgewood Socialization Program. BAWCC will oversee the site’s community mental health services program. Students who need updated immunization services will be receive it once a year from the on-site health clinic coordinated by staff from the St. Anthony’s Clinic in partnership with BAWCC. Students with mental health needs will be referred to the proper agencies for AB 3632 services. 	<p>BAWCC “ “ “ “ Special Ed Teachers</p>		
<p>4.5 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> The Safe School Committee will monitor school safety measures. Progress will be evaluated based on a review each semester of school incident/student injury logs, attendance data, school emergency supplies, safety logs and school suspension log. Conflict resolution training through the Community Board will be explored for upper grade students. Classroom teachers will monitor students engaged in conflict resolution in order to support them, provide feedback, and offer strategies to continue their skill development. Monthly fire drills will be monitored by the SF Fire Dept and logged into the Fire Safety Binder. 	<p>Safe School Committee BAWCC Teachers Principal, SF Fire Dept.</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: Parent participation in daily school/classroom activities will increase by at least 10%. Attendance at PTO/SSC/ELAC/SAC meetings, and school/parent workshops and events, will increase by at least 10%.

Means of evaluating progress toward this goal: Quarterly review of parent volunteer logs and sign-in sheets from community, council, PTO, parent-teacher conferences and Portfolio Nights/school functions. Parent pre-post surveys.

Group data needed to measure academic gains: Logs/records of attendance at conferences, orientations, workshops, and school /classroom visits.

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>5.1 Active parent involvement in decision making process:</p> <ul style="list-style-type: none"> • GAC parent representative will be actively involved in the planning, implementing and monitoring of the GATE program. • An active SSC/ELAC/SAC (as appropriate) will be in place to ensure parent and community involvement in the decision making process. • The PTO will assist with special school events and with other activities at school, including written and oral translation, and presentation at parent workshops. 	<p>GAC Parent Representative SSC/ELAC/SAC PTO</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>5.2 Ongoing communication with parents:</p> <ul style="list-style-type: none"> • Through distribution of the BAWCC Tenderloin Community School and Tenderloin Family Center Family Handbook, parents will be informed of the general school information, parent involvement policy, school layout, children development center program on site, Tenderloin Family Center resources, and a short history of the creation of the school. • The school, with the input of parents, will draft a Title 1 Home-School Compact which outlines how parents, staff and students will share the responsibility for improved student achievement • Parents/families will receive a weekly Tenderloin Folder that is sent home with each child and contains a school newsletter (monthly), information about school programs/activities and parent/community meetings, parent events, and letters from the school principal. • In the Fall, BAWCC parent needs assessments will be conducted to determine topics of interest to parents for future parent education and parenting workshops. • Teachers will provide regular student progress reports as well as quarterly reports to parents. At least two parent-teacher conferences will be held during the school year. • Parents will receive student performance reports on the California Standards Test and the California Achievement Test, along with other state and district assessments. Review of these and other student assessments will be discussed with parents at parent-teacher conference and SST and IEP meetings. • Parents of children who have not met the State’s proficient and advanced levels of student academic achievement in reading and mathematics will continue to work with their children at home on the extended learning homework lessons. • In conjunction with the District’s Master Technology Plan, a parent/community volunteer will update and maintain the school’s website, which will have school’s newsletters and highlight special events/programs. • 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. • Portfolio Night will be held in Spring 2005. 	<p>BAWCC</p> <p>Principal, Parents, Teachers & Students</p> <p>Principal, Teachers</p> <p>BAWCC</p> <p>Teachers</p> <p>Principal, Teachers</p> <p>Teachers</p> <p>Parent/Community Volunteer</p> <p>GAC Parent Rep and GATE Coordinator</p> <p>Parents, Teachers</p> <p>Teachers, Students</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<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"> • The school will vigorously promote parent/family events, encouraging a broad base of parent participation at the Tenderloin Community School’s Kindergarten Orientation, Curriculum Nights, Back-to-School Night, Open Houses, SSC/ELAC/SAC, PTO meetings and Spring Carnival. Childcare and refreshments will be provided at select school events/programs. • Based on Fall/Spring Parent Survey results, the school will implement multicultural events, including school fairs and student performance assemblies, reflective of the school’s ethnic and cultural diversity. • Based on a parent needs assessment, BAWCC will offer classes/workshops to parents on how they can nurture and guide their children’s learning, find help, set educational goals, and assist their children in developing skills that promote life-long learning. In addition, a whole variety of parenting issues that parents identify as important will be covered such as those pertaining to family health, nutrition, and child discipline. • Translations in four languages (English, Spanish, Vietnamese and Chinese) will be provided for important written communications and for parent meetings. • Title I funds will be used to increase parent involvement in accordance with section 1118, such as family literacy services. • 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. • GATE Coordinator and a parent representative will write articles regularly for the school newsletter to inform the school community of the GATE program, news, articles about gifted education, and issues of interest to GATE parents. • All parent activities will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. • An annual meeting to inform parents about rights and responsibilities under Title 1 will be coordinated and aligned with annual community site-planning meetings. 	<p>Principal, Teachers</p> <p>Principal, BAWCC</p> <p>BAWCC</p> <p>Office Staff</p> <p>Principal</p> <p>Special Ed Teachers</p> <p>GATE Coordinator</p> <p>Principal</p> <p>“ “</p>	<p>Supplies (see 2.6)</p>	
<p>5.4 Providing education opportunities for parents:</p> <ul style="list-style-type: none"> • Twice-yearly teacher and guest-led workshops for parents will be organized by the PTO on topics which will increase parents’ capacity to monitor their children’s progress such as: Holding an Effective Parent/Teacher Conference; California Content Standards as a Tool for Parents; Enrollment, and other related topics. 	<p>PTO, Teacher Reps</p>		

Description of Specific Actions to Improve Educational Practice	Persons Responsible	Related Expenditures/ Estimated Cost	Funding Source
<p>5.5 Involvement of community partners:</p> <ul style="list-style-type: none"> • 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. PTO will provide special programs and activities for the school and engage in school fund-raising activities. • BAWCC will provide funds for After School Clubs, with a more academic and physical activity foci. • UCSF, in partnership with BAWCC, will provide dental services for the students. • BAWCC will provide regular parenting workshops and classes on a variety of topics of interest to parents. • BAWCC will provide coordination of mental health services on site for individual and family counseling services, including services from providers Tenderlion, Edgewood, Chinatown CDC, Daycare Consultants and BAWCC. • McKesson Corporation assists with xeroxing services for teachers. • The Tenderloin Elementary School Principal, the CDC Site Administrator and the Executive Director of BAWCC will meet monthly to coordinate programs/activities. 	<p>Parents, PTO</p> <p>BAWCC</p> <p>UCSF/BAWCC</p> <p>BAWCC</p>		
<p>5.6 Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • Twice yearly, the social committee will review agendas, minutes, sign-in sheets from parent and school community workshops and meetings, along with parent surveys/needs assessments. • SSC will review/modify the academic plan in response to school community needs. 	<p>Social Committee</p> <p>SSC</p>		