

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Virginia Dold

Official School Name: Edward R. Taylor Elementary

School Mailing Address:
423 Burrows Street
San Francisco, CA 94134-1449

County: San Francisco State School Code Number*: 38-68478-6040943

Telephone: (415) 330-1530 Fax: (415) 468-1742

Web site/URL: http://portal.sfusd.edu/template/default.cfm?page=es.taylor E-mail: doldv@sfusd.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Carlos Garcia

District Name: San Francisco Unified Tel: (415) 241-6121

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Kim-Shree Maufas

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------|---------------------|
| 63 | Elementary schools |
| 13 | Middle schools |
| | Junior high schools |
| 24 | High schools |
| 12 | Other |
| 112 | TOTAL |

2. District Per Pupil Expenditure: 4020

Average State Per Pupil Expenditure: 5300

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 9 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	26	36	62	7			0
K	55	45	100	8			0
1	41	57	98	9			0
2	47	60	107	10			0
3	55	66	121	11			0
4	47	51	98	12			0
5	62	47	109	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							695

6. Racial/ethnic composition of the school:
- | | |
|--------------|---|
| 0 % | American Indian or Alaska Native |
| 60 % | Asian |
| 5 % | Black or African American |
| 26 % | Hispanic or Latino |
| 4 % | Native Hawaiian or Other Pacific Islander |
| 1 % | White |
| 4 % | Two or more races |
| 100 % | Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1.	647
(5)	Total transferred students in row (3) divided by total students in row (4).	0.028
(6)	Amount in row (5) multiplied by 100.	2.782

8. Limited English proficient students in the school: 51 %

Total number limited English proficient 352

Number of languages represented: 14

Specify languages:

Arabic, Burmese, Cantonese, Chaozhou (Chaochow), Filipino (Pilipino or Tagalog), Khmer (Cambodian), Mandarin (Putonghua), Other Non-English Language, Samoan, Spanish, Toishanese, Ukrainian, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 69 %

Total number students who qualify: 477

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 52

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>4</u>	<u>7</u>
Total number	<u>40</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	98%	98%	99%	98%
Teacher turnover rate	9%	6%	11%	8%	3%

Please provide all explanations below.

There is a variety of reasons for teacher turn-over. I have included numbers where teachers have left either to move or retire and if they were consolidated due to district budget cuts over the last few years.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

At E. R. Taylor, “We Are College Bound”. This motto provides the focus of education at our school. Our work to establish a belief in the accessibility of a college degree begins in kindergarten and continues until our students graduate. We constantly review our school decisions and progress in light of this commitment.

As a school community of mainly immigrant families, this consistent reinforcement of College Bound is a critical component of our success. Our students are mostly first generation high poverty newcomers. More than 90% of our parents have not attended college, yet they have the same hopes and dreams for their children as any family. It is our responsibility to let our families know that an advanced education begins in elementary school and continues through their advocacy of their children in future grades.

Despite being one of the largest and most diverse elementary schools in San Francisco, Taylor is a wonderfully unified community. Visitors to Taylor observe a school with a rich population of Chinese, Latino, African American, Filipino, Vietnamese, and Middle Eastern children. They see a school that focuses on high academic standards for all students, but more importantly, they see our commitment to the development of the “whole child.”

The Mission of E. R. Taylor is to promote intellectual development, physical and mental health, self-discipline and cultural sensitivity so that each student can achieve to his or her potential and be “College Bound”.

The cause of our success with needy families is immediately evident upon walking through the doors. Everyone is invited into a key center of our school: Room A. This room houses our family support services that form the heart of Taylor. Room A offers two social workers, a school nurse, and two bilingual parent outreach workers, to meet with parents, and provide extensive support services. The ultimate goal is to provide social, emotional and basic survival needs of our students, so that they are able to profit from the classroom instructional climate. These services allow our teachers to focus on instruction knowing that the primary needs of their students and families are being addressed.

By addressing the “whole child”, Taylor emphasizes positive expectations for student behavior. As a “Tribes” school, four behavioral agreements are maintained: Mutual Respect, No Put Downs/Appreciations, Attentive Listening, and the Right to Pass. In addition “Be Respectful, Be Responsible and Be Safe” slogans are posted throughout the school. Staff and parents use this language to encourage positive behavior.

We recognize that our primary responsibility is to educate each of our children. We are familiar with research that proves effective teachers lead to strong academic growth in students. The culture of Taylor is centered on improving teacher practice through professional development and peer support. Our school has long been on a journey of school reform. Taylor staff participated in The Bay Area School Reform Collaborative. Participation in this program established rigorous professional development and teacher collaboration using the Cycle of Inquiry approach. Throughout the year, teachers review data to address the needs of their students. Using the “Cycle” has helped the teachers use data effectively, improving teacher practice and student achievement.

Through our emphasis of continuous improvement, we have made significant academic growth. We are most proud that our diverse student populations have made achievement gains. We have been recognized by our district and our community for well educating our Asian and Latino students. Our state has honored us with the Title One Achieving Schools Award for the past three years. Being selected to apply for the NCLB Blue Ribbon Award is a significant honor and winning that distinction would emphasize that indeed “We are College Bound”!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The California Standardized Testing and Reporting (STAR) Program is an important part of the State assessment system. Administered annually in the spring in grades two through eleven, the STAR Program was first authorized in 1997 (California Education Code Section 60640). All students in grades two through eleven participate in the STAR Program, including students with disabilities and students who are English-language learners.

The STAR Program for 2009 includes, as part of the assessment system, the California Standards Tests (CST) which measure students' achievement of California's content standards for English-language arts, mathematics, science, and history-social science.

The STAR Program reports scale scores and performance levels for all subjects and grades tested. The State Board of Education established five performance levels for reporting CST and CMA results: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Proficient and Advanced are implicitly considered grade level performance.

Overall, Edward R. Taylor Elementary School has demonstrated consistent academic growth during the past five years (2004 – 2008) in both English-language arts (ELA) and mathematics. In ELA, 63.4% of the students performed at the Proficient or Advanced levels in 2008 as compared to 43.9% in 2004; similarly in mathematics the percent of students at Proficient and above increased to 79.2% from 55.1% over the same period.

English-language learners representing just over half (53.2%) of the E.R. Taylor student population, have demonstrated improvement over the past five years. English-language learners demonstrated an improvement from 25.8% to 52.6% at the Proficient and above levels in ELA, and a similar growth from 51.2% to 73.5% in mathematics.

About a third (31.8%) of the students at E.R. Taylor come from economically disadvantaged backgrounds (EDY). Economically disadvantaged background students have also demonstrated improvements in both subject areas, from 43.4% to 61.4% Proficient and Above in ELA and from 57.6% to 78.3% in math.

Furthermore, if we disaggregate by race and ethnicity we find that for all reported numerically significant subgroups demonstrated growth in the Proficient and Advanced levels over the same 5 year period. Notably, African American students from 32.3% to 35.0% in ELA and from 16.7% to 35.0% in math, Chinese from 59.8% to 74.5% in ELA and from 79.5% to 89.8% in math, and Hispanic/Latino students from 17.3% to 46.1% in ELA and from 22.7% to 62.9% in math. No child has been left behind in our journey towards excellence.

The Federal accountability system, NCLB requires that all schools of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. The AYP targets increase until 2014 when all schools must have 100 percent of their students performing at the proficient level or above on statewide tests.

Edward R. Taylor has consistently met all AYP targets for the past 5 years. In addition, Taylor is mindful of the significant achievement gap between our Asian, and our African American and Latino students, and has conscientiously worked to develop strategies to diminish the gaps. When we had to disaggregate our data by ethnicity at the outset of No child Left Behind legislation it became clear that we had a very significant achievement gap between our Asian and Latino students. Prior to that time the data was not as apparent and it was easy to miss the trend that existed. It was a huge wake-up call for our school. We set out to figure out strategies and programs to reduce the gap and have been working on it fairly successfully ever since. Our data

over the last five years shows we are moving in the right direction, but we need to continue our efforts until true equity is reached.

The link to the California testing site is www.cde.ca.org. There is also the www.STARtest.org for information about the tests.

2. Using Assessment Results:

Taylor has a variety of structures and systems in place for reflection and to use data ranging from summative to formative assessments to institutionalize best practices. Every fall the results from the California Standards Tests (CST) are formally reviewed. Teachers study trends and patterns and disaggregate data for individual scores and discuss positive and negative growth. Standards are reviewed and strategic actions planned based on this summative information.

In September, teachers assess each student with reading results, a comprehensive reading assessment, developed by the California Reading and Literacy Project. It is administered individually to directly assess students' reading level and understanding so that instructional strategies are subsequently planned. Teachers identify four "focal students" from their classroom to inform their practice throughout the year. The focal students are selected to represent the larger achievement and opportunity gap and by focusing on their achievement, teachers develop effective practices. Teachers review the representative students' work throughout the year to ensure their teaching strategies are meeting the needs of the class.

The "Cycle of Inquiry" approach is used to review data, assess needs, plan strategies and review work. Teachers meet bi-monthly in grade-level and cross grade-level clusters to reflect on standards, review formative assessments, analyze student work and adjust instruction. Goals are established for each meeting and teachers plan grade-level strategies to implement and assess. Administrators continuously monitor student progress and observe teacher practice through formal observations and daily classroom visits.

Administrators conduct Classroom Student Success Team (CSST) meetings with teachers and support staff twice a year. During these meetings, the progress of every student in each class is reviewed to determine appropriate instructional strategies.

Through this continual emphasis on reviewing data and adjusting teacher practice, Taylor has achieved significant success among all student populations.

3. Communicating Assessment Results:

Data is an essential ingredient in monitoring student success. This information is transmitted to our parents and community in a variety of ways. During Back to School nights, teachers inform parents of their child's grade level standards. A "Data Night" is held to review information on the CST reports and give parents and community state testing information. Standards-based Report cards are sent home four times a year and parent conferences are conducted twice a year. CST results are mailed home to parents in the summer and results are reviewed at the fall parent conferences. All English Learners are given the CELDT State test and the results inform parents of their child's English development.

Kindergarten and first grade students are given phonics assessments throughout the year and these are reported to parents. Pre-K classes administer "Desired Results" and conduct parent conferences to review progress. There is a district website which is available to parents and the community. All summative data is posted for each SFUSD school. Taylor is updating our school website which includes data and updates parents on events and activities.

Throughout the year classroom level unit tests are sent home to parents to keep them aware of the progress of their child. A Student Success Team (SST) meeting is held if there is a concern about a student, academically, socially, emotionally or physically. The parent, teacher, administrator and support staff meet to discuss the child's strengths, gather information, discuss areas of concern; and, with the family, develop an action plan. Follow-up meetings are held throughout the year. Taylor conducts approximately 80-100 SST's a year.

Developing close school-parent partnerships is critical in helping our children and their families reach the dreams of their child being "College Bound."

4. Sharing Success:

The district has established a new strategic plan with three Goals:

- Assess and Equity: Make social justice a reality by diminishing the power of demographics
- Student Achievement: Engage high achieving and joyful learners
- Accountability: Keep our promises to students and families

The Taylor staff has worked hard over the last few years to diminish the power of demographics particularly for our Latino students. Although they come from low-income, immigrant families with English as a second language, they are achieving at a rate far higher than the district or the State. We are proud of the steady growth in overall student achievement that we have attained over the last five years. Our greatest satisfaction is in the growth of our Latino students. We began with only 17% of our Latino students' proficient on the California Standards Test in both Language Arts and Math in 2004. In 2008 46% were proficient in Language Arts and 63% proficient in Math. Teachers shared this exciting news with parents at parent conferences in November. We also had a Parent Data Night in the fall to go over our test scores. It is during this evening the last few years that we have celebrated our achievements.

We feel strongly that it is our responsibility to share the strategies we have developed that has led to our success. For the last three years we have received the Title One Achieving School Award. We have celebrated this achievement with staff and parents at our SSC/ELAC and February PTA meeting each year.

The District has recognized our achievements and has included us in a Study through the School Redesign Network at Stanford University. The purpose of the study is to capture the characteristics that contribute to our student achievement so that the promising practices will be shared among the professional learning community of SFUSD leaders.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The foundation of learning at Taylor is standards-based state adopted core curriculum in the basic areas of reading, mathematics, science and social studies. Additionally two bilingual strands enrich students through Spanish and Chinese language arts. The majority of students are new to English and receive daily English Language Development. Taylor students are offered many opportunities to explore their world and express varied talents through classes, programs, and field trips in music, visual arts, dance, health as well as a school-based outdoor Garden Program.

The key to our reading success is a balanced literacy approach that supports the district adopted reading program. Read-a-louds, phonics development, comprehension strategies and writing are all included in daily language lessons. Teachers supplement the program with Read Naturally fluency activities, Reading Buddies, Literature circles, Book Clubs, authentic writing assignments and nightly reading homework that place parents in an active role.

The Math at our school is kept relevant and interesting. The newly adopted program has our teachers and students actively engaged in developing math concepts and applying them to everyday life. Students are asked to explain their thinking and apply their knowledge through a myriad of math activities and games.

Similarly the Science curriculum focuses on basic science concepts with hands-on experimentation. It is a sequential program that builds on concepts learned in the prior grades.

The Social Studies program is brought to life at Taylor through reading, videos, research projects and field trips. Our primary students learn about their communities through trips in both the neighborhood and throughout our diverse world famous City. For our 4th and 5th graders, the immigration unit culminates in a trip to the Angel Island Immigration Center. Additionally, the school sponsors a yearly “Multicultural Night” where parents from each cultural group decorate booths with artifacts and facilitate games and art projects from their childhoods. Children come in ethnic dress and there is a tasting of foods from every culture at our school. It is truly a celebration of our world.

The fine arts play a large role in the education of the children at Taylor. San Francisco Voters funded Proposition H providing monies for each child to receive a 6-12 week art residency from a trained artist. Moreover, a visual artist comes weekly and works with a grade level at a time connecting to our Language Arts curriculum. Classroom teachers incorporate art activities into the core curriculum develop creativity and to allow students to learn through a variety of modalities. An instrumental music teacher provides violin, flute and trumpet classes for interested 4th or 5th graders. Usually over 75 students participate. Thirty students join the Taylor Chorus each year and sing at events throughout the City. They have performed at City Hall, Davies Symphony Hall, at PTA events and in the neighborhood. It truly is an opportunity for students to grow in confidence and ability.

Physical Education is integrated into daily life at Taylor. Besides the regular classroom P.E. time, there is a Sports4Kids teacher who works with the students during lunch and after school providing fun activities that enhances physical health and develops skills. Activities include obstacle courses, jump rope games, parachute activities as well as basketball, four-square etc. Students are also involved in weekly Walking and Jogging Clubs, and Jump Rope for Heart. Several teachers lead morning exercises with their students.

At E. R. Taylor, the curriculum is meant to enhance the minds, hearts, bodies and spirit of our children to recognize their multiple talents and limitless potential.

2a. (Elementary Schools) Reading:

The Taylor Reading Program centers on the standards-based state adopted text. Periodic assessments revealed that our students could read words but not understand what they were reading, thus reading comprehension and writing is highly stressed. Our staff attended extensive trainings on seven strategies from Mosaic of Thought. All teachers administer RESULTS in September providing information on students' reading skills and comprehension level. The data establishes the baseline for teachers to plan instruction.

Teachers combine whole group, small group and individualized instruction. The primary grades focus on decoding skills and the intermediate grades emphasize reading comprehension. Our Pre-K students participate in "Raising a Reader" program. Kindergarten, first and second grade students benefit from "ABC Reading" a weekly book reading with their families followed by a drawn or written reflection.

Literacy interventions are provided to all struggling students. First and second graders receive Reading Recovery individually or in literacy groups. Upper graders needing support are seen by two bilingual paraprofessionals trained in the "Read Naturally" intervention program.

Taylor continually works to make reading interactive and valued. A 4th grade Reading Olympics Program initiated this year led to eager participation and read over 1135 books in six weeks. Most classrooms participate in a weekly Buddy Reading Program wherein older students read with first and second graders. Additionally we facilitate a weekly Book Club wherein fifth graders read and discuss books together during lunch. Our Librarian works with every class bi-weekly and develops his book talks around classroom curriculum.

We gauge our progress in all grades by the excitement expressed by students to read. By ensuring that reading is well learned and cherished, we produce students that choose reading as a pastime, a habit that creates lifelong learners.

3. Additional Curriculum Area:

Science has become an area of focus at Taylor over the last few years. When surveyed about their favorite subject at school, a significant student majority identified science. We have come to recognize the students greatly enjoy the concrete and physical interaction that science brings.

Hands-on experiments are the basis for learning science curriculum, concepts and building vocabulary. Students prepare charts and tables as they learn both science processing skills and academic terminology. Our curriculum covers earth, physical and life sciences as well as teaches students how to use their senses to describe objects and phenomena in the world around them.

Several years ago Taylor established a school garden for practical science learning. Our part-time garden coordinator works with each class to reinforce science, environmental, math and nutritional concepts besides teaching children the joy of working in the soil.

School partnerships with a variety of educational programs greatly enhance science instruction. The California Academy of sciences, S.F. Nature Education, Park and Recreation Stewardship Program, Golden Gate Park Botanical Garden, Mission Science Center, the University of California @ SF, Lawrence Hall of Science and the Exploratorium are just some of the partners who provide ambassadors to the schools, field trips and real world experiences for the students.

By far the top science experience for our students is a three-day fifth grade camping trip with fifth graders to the Yosemite Institute at the Marin Headlands. During those days, our students marvel at hiking by the ocean, learning about geological formations, conducting experiments from the tide pools and studying recycling. Besides learning science concepts, they grow in confidence, independence, and learn how to function in a group.

For many it is their first time camping, their first time away from their families, and for this event , their first time out of San Francisco resulting in an experience students never forget.

4. Instructional Methods:

Taylor teachers are committed to meeting the needs of all students especially English Learners who make up the majority of our school. Vocabulary development, with enriched classroom discourse and comprehensible input, is stressed in every lesson. English Language Development curriculum is taught for a half an hour per day. Teachers use engagement strategies such as “Think Pair Share” and cooperative learning groups to give students opportunities to share their ideas in a safe environment.

Taylor has bilingual classes in Spanish and Chinese. These programs provide support to students with minimal English Skills. In Spanish, students learn to read and write in their primary language to give them access to the core curriculum while learning English. In Chinese classes, the core curriculum is in English with primary language support.

Teachers use a variety of techniques to diversify their instruction. The “Direct Instructional Lesson” approach affords us a gradual release of responsibility to the students for their learning. Teachers utilize whole group, small group and individualized instruction to check for understanding and re-teach difficult concepts. Teachers begin each lesson clearly defining the purpose of the lesson so that goals are clear to students. Homework is used to ensure independent practice of the days learning.

Gifted and Talented students (GATE) are identified in fourth and fifth grades. These children are given research projects and project-based assignments to further enhance their critical thinking.

E. R. Taylor’s After School Program provides opportunities to complete homework, receive tutoring and participate in a host of enrichment classes: cooking, art, poetry, and sports. All extended day activities provide our students the chance to learn new skills and express themselves creatively and physically while increasing their mind development beyond the classroom.

5. Professional Development:

Excellent teaching leads to successful learning at Taylor. Our staff commits to improving teaching skills through professional development currently focused on reading comprehension/ vocabulary development, writing and English Language Development. Teachers have participated in a plethora of workshops of academic language development workshops. Some attended the District Writing program where they learned interactive writing and editing techniques via Writers Workshop. Teachers have integrated innovative strategies into their daily instruction to foster high level writing skills required of a coherent writer. The results have been significant improvement on the 4th grade California Standards Writing Test, 98% of Taylor students score at the competent level.

Strategies to improve ELD instruction are critical to meet the needs of our English language learners. The entire faculty attended the Focused Approach training to learn techniques to effectively scaffold language learning. An experienced ELD Content Specialist coaches our teachers in the implementation of FA practices. Currently our second grade teachers and one special education teacher are attending a six-day Results for English Learners training conducted by the California Reading and Literature Project which includes reading assessments, data analysis, and interventions.

The District implemented a new math curriculum this year. All of our teachers attended the two day training on these interactive materials. One of our teachers is now our math curriculum coach, conducting on-going grade level meetings to check on implementation and offering individualized support. The Taylor upper grade teachers are participating in Partners as Resources to Improve Mathematics Education (PRIME) training, a two year

commitment to learn how to increase student conceptual strategies understanding to prepare our children for middle school algebra.

On-site our teachers meet bi-monthly in grade-level clusters to review curriculum, analyze student work, discuss strategies and develop best practices. We use the Cycle of Inquiry to assess student progress and develop new actions.

6. School Leadership:

Shared Leadership is the preference at E. R. Taylor. A school staff Leadership Team (LT) is made up of the Principal, Vice Principal, a cluster leader from each grade-level, a representative from Reading Recovery and a representative from Special Education. LT meetings are held monthly to form policies for curriculum, professional development and organizational structures for the school, all decided by consensus. The Leadership Team members take on facilitation roles at the bi-monthly full staff meetings.

In addition, a Coordinated Services Team (CST) meets monthly to ensure that students are receiving the necessary support services that they need to be successful in school. The team is comprised of the school nurse, social workers, after-school coordinator, elementary advisor, Reading Recovery teachers, special education staff, speech therapist, principal and vice principal. Each staff member debriefs interventions delivered to students, as their continuing needs from SST meetings. A Positive Behavioral Support (PBS) Team meets monthly to develop and update management plans both in and out of the classroom to induce positive behavioral relationships.

E. R. Taylor also involves parents in the greater community in two key school-wide leadership groups. School Site Council members are elected representatives of families, staff and community members who approve the school site plan and the school budget. The English Language Advisory Committee comprised of parents of English Learners, guide the SSC in funding and program decisions focused on our immigrant families. Speakers from the larger school community are welcomed at the SSC, whose agenda and minutes are publicized and made accessible to all.

A PTA Board meets monthly and plans parent-sponsored events including monthly Principal Coffees where parent concerns and questions are addressed. Transparency with staff, families and the community is a crucial component of successful leadership and one that is a key element in the experienced leadership at Taylor.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: STAR

Edition/Publication Year: 2008

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	76	80	66	66	69
Advanced	47	52	45	43	37
Number of students tested	119	98	95	115	115
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	73	81	69	65	68
Advanced	46	53	49	43	36
Number of students tested	89	78	75	86	94
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	87	96	80	75	89
Advanced	60	69	65	58	53
Number of students tested	55	52	49	57	55
3. (specify subgroup): Latino					
At or Above Proficient	61	50	40	50	36
Advanced	24	17	16	14	15
Number of students tested	33	24	25	28	33
4. (specify subgroup): English Language Learner					
At or Above Proficient	77	79	62	64	69
Advanced	50	51	45	42	37
Number of students tested	82	76	65	77	81

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 2 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	66	61	58	48	42
Advanced	32	28	31	15	12
Number of students tested	119	98	96	114	115
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At of Above Proficient	64	60	60	48	39
Advanced	29	28	33	14	12
Number of students tested	89	78	75	86	94
2. Racial/Ethnic Group (specify subgroup): Chinese					
At of Above Proficient	76	87	73	66	49
Advanced	44	37	47	18	16
Number of students tested	55	52	49	56	55
3. (specify subgroup): Latino					
At of Above Proficient	55	13	31	18	27
Advanced	24	0	8	4	9
Number of students tested	33	24	26	28	33
4. (specify subgroup): English Language Learner					
At of Above Proficient	66	61	53	48	37
Advanced	35	26	30	12	10
Number of students tested	82	76	66	77	81

Notes:

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 3 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	84	77	69	75	56
Advanced	59	59	42	44	34
Number of students tested	98	96	118	114	108
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	84	77	73	74	60
Advanced	59	59	46	40	37
Number of students tested	69	75	96	86	91
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	93	90	82	93	77
Advanced	76	76	60	62	55
Number of students tested	54	49	55	55	60
3. (specify subgroup): Latino					
At of Above Proficient	65	71	59	52	13
Advanced	30	42	19	18	0
Number of students tested	23	24	32	33	24
4. (specify subgroup): English Language Learner					
At or Above Proficient	76	70	67	58	51
Advanced	52	45	40	25	30
Number of students tested	54	47	57	55	53

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 3 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficiency	49	56	41	37	41
Advanced	14	13	13	6	17
Number of students tested	96	96	120	114	108
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficiency	46	52	42	30	43
Advanced	12	12	14	2	16
Number of students tested	67	75	97	86	91
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficiency	67	73	48	47	58
Advanced	22	16	18	9	23
Number of students tested	54	49	56	55	60
3. (specify subgroup): Latino					
At or Above Proficiency	9	38	31	24	13
Advanced	0	4	6	3	4
Number of students tested	22	24	32	33	24
4. (specify subgroup): English Language Learner					
At or Above Proficiency	31	38	31	11	28
Advanced	4	2	8	0	4
Number of students tested	52	47	59	55	53

Notes:

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 4 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	85	72	70	68	62
Advanced	59	49	50	43	19
Number of students tested	95	114	117	104	120
Percent of total students tested	89	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	81	69	69	68	62
Advanced	56	47	49	45	22
Number of students tested	63	81	91	84	91
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	92	87	89	86	83
Advanced	68	67	73	59	28
Number of students tested	53	52	56	63	65
3. (specify subgroup): Latino					
At or Above Proficient	70	66	43	25	29
Advanced	39	38	20	4	4
Number of students tested	23	29	35	24	24
4. (specify subgroup): English Language Learner					
At or Above Proficient	77	65	50	60	56
Advanced	40	40	28	30	12
Number of students tested	43	52	50	53	50

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 4 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	77	56	61	60	47
Advanced	38	30	37	28	21
Number of students tested	93	114	117	103	121
Percent of total students tested	87	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	72	53	63	63	47
Advanced	34	28	37	29	20
Number of students tested	61	81	91	83	92
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	83	73	80	77	66
Advanced	49	40	52	39	29
Number of students tested	53	52	56	62	65
3. (specify subgroup): Latino					
At or Above Proficient	62	45	37	21	4
Advanced	14	21	17	8	0
Number of students tested	21	29	35	24	24
4. (specify subgroup): English Language Learner					
At or Above Proficient	61	44	42	48	22
Advanced	12	15	8	10	6
Number of students tested	41	52	50	52	50

Notes:

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 5 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	74	67	56	59	33
Advanced	36	39	26	28	16
Number of students tested	107	114	111	116	107
Percent of total students tested	96	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	77	64	55	59	37
Advanced	41	37	28	27	17
Number of students tested	79	95	85	83	78
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	87	87	71	84	64
Advanced	53	55	36	39	31
Number of students tested	53	60	66	62	39
3. (specify subgroup): Latino					
At or Above Proficient	58	33	23	20	10
Advanced	12	13	0	12	3
Number of students tested	26	30	26	25	29
4. (specify subgroup): English Language Learner					
At or Above Proficient	60	32	29	29	0
Advanced	25	13	2	18	0
Number of students tested	40	31	42	34	33

Notes:

Subject: Reading
Edition/Publication Year: 2008

Grade: 5 Test: STAR
Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
At or Above Proficient	62	53	49	47	46
Advanced	19	18	24	16	22
Number of students tested	102	114	111	116	107
Percent of total students tested	91	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
At or Above Proficient	63	49	46	48	45
Advanced	20	19	21	16	23
Number of students tested	76	95	85	83	78
2. Racial/Ethnic Group (specify subgroup): Chinese					
At or Above Proficient	73	62	64	63	67
Advanced	27	23	29	23	33
Number of students tested	49	60	66	62	39
3. (specify subgroup): Latino					
At or Above Proficient	54	33	15	16	21
Advanced	8	7	8	0	3
Number of students tested	26	30	26	25	29
4. (specify subgroup): English Language Learner					
At or Above Proficient	44	10	12	18	
Advanced	6	0	0	0	
Number of students tested	36	31	42	34	

Notes: