

San Francisco Unified School District

*Alvarado Elementary School*

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**School Site Plan for 2000-2001**

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**Alvarado Elementary School**  
***Analysis of Current Conditions***

| <b>District Goals &amp; Superintendent's Priorities</b>   | <i>Oct. 1999</i> | <b>Level of Need</b>   | <b>Source</b> |
|---|------------------|--|---------------|
| 1.1 To raise the academic achievement of African American, Latino, English Language Learners, and Special Education students to an average performance range of 45-55 NCE by Spring 2001.                                   |                  | <input checked="" type="radio"/> Hi <input type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 1.2 To improve the quality of professional development, especially in math and science, to enable teachers to help 5% more students reach the district's academic performance standard.                                     |                  | <input checked="" type="radio"/> Hi <input type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 1.3 To improve student support services for those with special learning needs (ELL, EDY, SPED, GATE) through better program coordination and articulation.  |                  | <input checked="" type="radio"/> Hi <input type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 1.4 To improve literacy instruction by leveraging resources so that the District will be at the national average in reading.  |                  | <input type="radio"/> Hi <input type="radio"/> Low<br><input checked="" type="radio"/> Med <input type="radio"/> n/a |               |
| 2.1 To ensure that parents and the community, working with the staff, have a greater role in decision-making on school programs aimed at academic achievement by increasing parent education and involvement opportunities. |                  | <input checked="" type="radio"/> Hi <input type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 3.1 To better address student needs by offering a greater range of quality educational, health, and recreational services.  |                  | <input type="radio"/> Hi <input checked="" type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |
| 3.2 To work with the Building & Grounds and Facilities Development & Management departments to improve the district's ability to build, rebuild, and maintain quality facilities throughout the school district.            |                  | <input type="radio"/> Hi <input type="radio"/> Low<br><input checked="" type="radio"/> Med <input type="radio"/> n/a |               |
| 4.1 To ensure racial and ethnic diversity in all classrooms, programs, and schools through the development and implementation of a new student assignment plan.   |                  | <input type="radio"/> Hi <input type="radio"/> Low<br><input checked="" type="radio"/> Med <input type="radio"/> n/a |               |
| 5.1 To improve the readiness of pre-kindergarten students for learning through an improved early childhood education program.   |                  | <input type="radio"/> Hi <input type="radio"/> Low<br><input checked="" type="radio"/> Med <input type="radio"/> n/a |               |
| 6.1 To support the District's goals and priorities by expanding collaboration and partnerships with community agencies, businesses and universities.  |                  | <input type="radio"/> Hi <input type="radio"/> Low<br><input checked="" type="radio"/> Med <input type="radio"/> n/a |               |
| 6.2 To enhance teaching and learning by connecting the classroom and the workplace, through a school-to-career system built together with our community partners.   |                  | <input type="radio"/> Hi <input checked="" type="radio"/> Low<br><input type="radio"/> Med <input type="radio"/> n/a |               |

# Alvarado Elementary School

School Year: 2000/2001

## *Vision Statement*

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### STATEMENT OF ALVARADO SCHOOL VISION

420

Students at Alvarado will be confident, independent learners who can make wise choices and thrive in the world community.

Our main focus this year is to raise the academic achievement in both math and reading for African Americans, Latinos and ELLs to NCE 50 plus in SAT9 or SABE.

\* The Alvarado School Community knows every child can learn and succeed.

- We will maintain high expectations and high achievement standards for all our students
- We will support the home languages of our children
- Students will be actively involved in their own learning. Instruction will be student-centered
- We will maintain a respect for all the different ways of knowing and learning
- We will support in-depth discovery and follow-through on learning
- Students will know that knowledge is power!
- Students will build a strong foundation of basic skills including academic, communication and social skills

\* We will equip each child with critical thinking and problem-solving skills...

- including inquiry-based science activities
- participation in student government
- development of technology skills
- the ability to organize for change

A desire to learn...

- Strong self-esteem
- a sense of being college-bound
- with many literature and discovery books in every classroom
- equal access to all activities
- providing career opportunities

Study skills...

- through cooperative learning groups
- in extended day learning activities
- with a toolkit of organizational skills

Different ways of knowing and

An appreciation of the arts...

- by celebrating and teaching the arts, drama, music, dance, story-telling
- drawing in the cultures of the world

\* We will treat each child with dignity and respect

- All members of the community will learn to show mutual respect (adult to child, child to child, child to adult, adult to adult)
- Our campus will be safe from name-calling, fighting, with fair and safe play
- We will respect the whole child and their world outside

**School Priorities for  
Alvarado Elementary School**

School Year 2000/2001

| <b>School Priority</b>  | <b>Measurable Objective</b>  | <b>Specific Measurements</b>  |
|---|--|---|
| <b>A</b> <i>To improve teaching and learning to enhance the academic achievement of all students, targeting our Latino, African American and ELL achievement of NCE 50 plus (STAR and/or SABE) through content instruction in literature, math, science and technology.</i> | Improve performance to meet Performance Based Evaluation Goals for the site.   | Move 16 students from below average to average in reading and 14 students from below average to average in math. Move 6 students from average to above average in reading and 7 students from average to above average in math. 75% pass rate on IWA.   |
| <b>B</b> <i>To improve staff, parent and community participatioin in the educational process.</i>   | <p>To provide direct and personal outreach to all parents, especially new kindergarten parents, targeting Latino, African American and ELL parents.</p> <p>To provide involvement/training opportunities for both parent and community volunteers.</p> <p>To increase participation of the parents of our underachieving learners.</p>         | <p>To increase number of parents in attendance and formal and informal parent feedback.</p> <p>Provide opportunities for parents to become involved including assemblies, back to school night, literacy night, tutoring, art and science committees, reading recovery training, bathroom committee, surveys, parent sign-off sheets for homework and daily reading logs, classroom volunteers, registered volunteers with SFSV, community/business volunteers. Parent attendance at parent/teacher conferences, number of parents engaged in volunteerism at Alvarado, outreach activities</p> |
| <b>C</b> <i>To address the well being and safety of the whole child and the school community to support academic achievement.</i>   | <p>To establish a comprehensive disaster plan.</p> <p>To display student work and information in both Spanish and English, provide assistance to students in both languages, and eliminate graffiti as soon as it occurs.</p> <p>To educate the children in proper personal health and safety habits and respect for the safety of others.</p> | <p>A working/operative Alvarado Disaster Plan and at least one saftey related assembly per year.</p> <p>Observation; bilingual paraprofessional staff</p> <p>Health and Safety fair, safety assembly, parents ride school buses.</p>  |

Alvarado Elementary School  
**Activities for Priority/Objective A 1**

420  
All

To improve teaching and learning to enhance the academic achievement of all students, targeting our Latino, African American and ELL achievement of NCE 50 plus (STAR and/or SABE) through content instruction in literature, math, science and technology.

**Improve performance to meet Performance Based Evaluation Goals for the site.**

| Priority/<br>Objective/<br>Activity # | Activity  | Target Population  | Outcomes/Benchmarks   | Funding Source   | Team/Person Responsible                           |
|---------------------------------------|---|--|---|--|---|
| A 1<br>1                              | A sand tray therapy consultant is engaged to provide individual therapy to targeted students, train teachers in the use of sand tray therapy, and train interns to provide sand tray therapy to additional students, to improve student well-being and achievement  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6   | Improved behavior and academic achievement  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7   | Hawkins<br>Randall,Nancy E                        |
| A 1<br>2                              | All classrooms K-5 will be literature rich environments, utilizing Early Literacy strategies, Reading Recovery, classroom writing centers and reading across the curriculum, including periodicals.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6  | More fluent reading and writing.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Grade Level<br>Teams                              |
| A 1<br>3                              | Teachers and USP Committee will analyze SAT9, SABE data by gender, major ethnic groups, grade level, English Language ability. Information will be discussed at staff meetings and at the School Site Council, and used by the school staff to guide student achievement goals, instructional strategies and professional development (to meet needs of closing achievement gap of Latino and African American students). | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6                                  | Instructional strategies and goals will address areas of most urgent need.  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | USP Team<br>Leaders                               |
| A 1<br>4                              | Teachers will develop portfolios in math using SFUSP Standards to identify the pieces of student work we would like to see in portfolios at each grade level.   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6   | Math portfolios will showcase students' best work and help identify areas needing additional attention.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | USP Team  |
| A 1<br>5                              | Teacher recognition will be public and regular.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6  | Teachers will feel valued and respected, and will be inspired to continuously improve their skills and techniques.                                  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7                                  |   |
| A 1<br>6                              | School site copying and duplicating equipment will be used to enhance the curriculum. Supplemental math and language arts workbooks are acquired in Black Line Master form and duplicated in the numbers needed each year on risograph machines.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Resources are managed to maximum efficiency; cost of consumables is directly tied to number of students and specific items teachers wish to target. | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Program<br>Resource Clerk<br>Cleary,Margaret<br>A |
| A 1<br>7                              | Teachers will meet in grade-level teams for on-going planning, implementing and evaluating curriculum, as well as students' academic progress.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | grade level instruction will be uniform and coordinated through the school and teachers share techniques and materials                              | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                                  | Grade level teams                                 |

Key: Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All

Alvarado Elementary School  
**Activities for Priority/Objective A 1**

420  
All

To improve teaching and learning to enhance the academic achievement of all students, targeting our Latino, African American and ELL achievement of NCE 50 plus (STAR and/or SABLE) through content instruction in literature, math, science and technology.

**Improve performance to meet Performance Based Evaluation Goals for the site.**

| Priority/<br>Objective/<br>Activity # | Activity   | Target Population  | Outcomes/Benchmarks  | Funding Source   | Team/Person Responsible              |
|---------------------------------------|--|--|--|--|--------------------------------------|
| A 1<br>8                              | All teachers and paraprofessionals will participate in <u>staff development</u> to develop strategies for meeting individual needs and differences, including BUENO, IRISE, GATE, SCE, LEP, especially to raise the level of achievement of achievement of African American, Latino, and ELL students. Specific sessions will be held to focus on math, literacy, science, technology and the arts.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Continuous improvement of teaching level   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Staff                                |
| A 1<br>9                              | All teachers will participate in <u>conferences and workshops</u> on strategies that prepare the student for optimum learning in order to academic achievement of Latinos, AA, and ELL (CABE, Two-Way Immersion Conference, Title 1, SB65 Drop-Out Prevention and Resiliency, ADD/ADHD, Computer Using Educators (CUE), Asilomar, Origami, Reading Recovery/Early Literacy, NCTM, LHS, UCSF, Chabot Space Center, NASA, RAFT, and Science Academy) | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Continuous improvement of teaching techniques and of student achievement and wellbeing.                                | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Matsuno,Phyllis S                    |
| A 1<br>10                             | All students in every class will be involved in reading and math test readiness activities.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6  | Students will be ready for the test and understand how to take the test and standard techniques for success.           | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | teachers<br>Matsuno,Phyllis S        |
| A 1<br>11                             | Reading Recovery teachers (English and Spanish) will provide daily on-to-one accelerated reading instruction to identify Q1 students in the first grades. They will work with groups in other grades and serve as staff resource reading specialists.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6                                  | 1.3  | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | Reading Recovery<br>Leigh,Margaret W |
| A 1<br>12                             | Teachers will meet monthly to specify portfolio items for their grade level, focused on the math performance standards.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6            | Math instruction will be coordinated and effective   | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | teachers                             |
| A 1<br>13                             | The Motor Skills program for students in grade K-1 is a research-based program providing movement activities which improve the students' ability to learn.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6  | Students' learning abilities and achievement improve.  | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Calvello,Lowell J                    |
| A 1<br>14                             | All students will participate in field trips in and around the Bay Area that increase knowlege of math concepts and encourage problem solving.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students' understanding of math curriculum is greatly enhanced by additional activity reaching different intelligences | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Teachers                             |

Key: Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All

Alvarado Elementary School  
**Activities for Priority/Objective A 1**

420  
All

To improve teaching and learning to enhance the academic achievement of all students, targeting our Latino, African American and ELL achievement of NCE 50 plus (STAR and/or SABE) through content instruction in literature, math, science and technology.

**Improve performance to meet Performance Based Evaluation Goals for the site.**

| Priority/<br>Objective/<br>Activity # | Activity   | Target Population  | Outcomes/Benchmarks  | Funding Source   | Team/Person<br>Responsible                    |
|---------------------------------------|--|--|--|--|---|
| A 1<br>15                             | The Science Resource Teacher and Lab Program will facilitate authentic inquiry-based projects to improve the student's ability to think critically, problem-solve, do research, read, write, and collect, analyze and present data using technology. High interest activities engage all students and give low achievers and ELL students incentive to improve their basic skills. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Increased critical thinking skills as well as basic literacy and math skills; improved interest and desire for achievement for ELL and low achieving students.                               | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Scharff, Claudia I                            |
| A 1<br>16                             | All students will participate in field trips in and around the Bay Area that increase knowledge of science concepts and encourage inquisitive scientific thinking and problem solving.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Enhanced understanding of Science topics   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | teachers<br>Scharff, Claudia I                |
| A 1<br>17                             | The TRIAD Girls Science Club facilitated by the Science and Computer Resource teachers and UCSF scientists will provide additional opportunities for 4th and 5th Grade girls, especially African American, Latino and ELL girls, to build their confidence, enthusiasm and skills via engaging after-school activities, discussions and a Family Science Night.                    | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Gender Equity improvement, girls build confidence and abilities to learn and excel in the sciences.  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Girl Science<br>Scharff, Claudia I            |
| A 1<br>18                             | A Computer Resource Teacher and a Computer Lab Program will be provided for all students as a way to increase student engagement and student accountability. Students will use technology to improve writing, math, as well as problem-solving and critical thinking skills. Students will also do desktop publishing.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students' writing and editing skills as well as research abilities will improve.   | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | Shimozato,<br>Caroline                        |
| A 2<br>19                             | All students will participate in field trips in and around the Bay Area that increase appreciation for visual and performing arts.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students link the visual and performing arts activities they participate in at school with the world outside; they become informed of potential career areas they might not have considered. | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | teachers                                      |
| A 2<br>20                             | All students will participate in an enriching curriculum through a visual and performing arts program and gardening projects.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students develop learning abilities by using all their senses.   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7            | Gardening team,<br>Arts committee,<br>artists |

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Alvarado Elementary School  
**Activities for Priority/Objective A 1**

420  
All

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**Improve performance to meet Performance Based Evaluation Goals for the site.**

| Priority/<br>Objective/<br>Activity # | Activity   | Target Population  | Outcomes/Benchmarks  | Funding Source  | Team/Person<br>Responsible   |
|---------------------------------------|--|--|--|---|------------------------------|
| A 1<br>21                             | Teachers will teach to students' individual styles of learning and knowing, including class, small group and individual settings, and using hands-on experiential, problem solving, reading and listening, arts and physical experience techniques. Each item of curriculum is taught in a variety of ways to ensure all students learn the necessary material.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | All students achieve and learn, regardless of their individual way of learning   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | classroom teachers           |
| A 1<br>22                             | A school library and classroom libraries will be maintained with up to date materials in fiction and nonfiction, including high interest materials appropriate for students needing additional assistance with reading and English language learners, and Spanish language materials for Spanish speaking English Language learners to be able to learn and research curriculum topics in their home language.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | All students regardless of native language or ability level will be able to find books to read for research or pleasure which they can learn from and enjoy. | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7 | Library committee            |
| A 1<br>23                             | Student Advisor is available after school for tutoring students who need additional assistance with their work.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6                                  | Students improve homework and study performance  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Fulgham, Mary Ann            |
| A 1<br>24                             | Identify staff development opportunities and materials to meet areas of need in mathematics.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | continuous improvement of math instruction   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                                  | Matsuno, Phyllis S           |
| A 1<br>25                             | A ceramic artist will operate a full-time ceramic studio at the school, where students will visit, by classroom, to work with clay, create both individual and cooperative artworks, and learn about three dimensional forms and the mechanics of ceramics. Students benefit from learning by working with their hands, learning three dimensional thinking and perspective, practise producing objects which require many process steps to complete, and grow in confidence when their works are displayed. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Enhanced academic ability and achievement, student confidence, respect for the school and the work of others, and appreciation of the arts.                  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7                       | Arts committee               |
| A 1<br>26                             | Teachers will receive training in the effective use of volunteers in the classroom to make maximum use of the parents and community volunteers who assist the school in providing program.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Teachers use volunteers effectively in the classroom, making use of their special abilities for enhanced student achievement.                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7   | Principal Matsuno, Phyllis S |

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| Priority/<br>Objective/<br>Activity # | Activity   | Target Population  | Outcomes/Benchmarks  | Funding Source  | Team/Person Responsible  |
|---------------------------------------|--|--|--|---|--------------------------|
| A 1<br>27                             | The School Site Council develops the site plan and budget and handles issues of concern to the school community throughout the year, including safety, discipline, budgeting and academic issues to ensure the best possible program for the students. Spanish immersion, Title I identified, general education, GATE and special education populations are represented in School Site Council membership. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6            | Teachers, parents and other staff all have responsibility and authority over decisions affecting the school community. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | School Site Council      |
| A 1<br>28                             | School maintains a position of school counselor/outreach coordinator who coordinates the SST process and counsels individual students and parents as needed.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students and parents are supported in their efforts to resolve individual issues and achieve academic success.         | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7 | Hawkins Randall, Nancy E |

Key: Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All

Funding Source 1 = District 2 = CD 3 = SBCP 4 = Title I 5 = LEP 6=IIUSP 7 = Other

Alvarado Elementary School  
**Activities for Priority/Objective B 1**

420  
All

To improve staff, parent and community participatioin in the educational process.

**To provide direct and personal outreach to all parents, especially new kindergarten parents, targeting Latino, African American and ELL parents.**

| Priority/<br>Objective/<br>Activity # | Activity  | Target Population  | Outcomes/Benchmarks  | Funding Source  | Team/Person<br>Responsible     |
|---------------------------------------|---|--|--|---|--------------------------------|
| B 1<br>1                              | The Site Council will serve as a real place for parents to exercise their involvement in the governance of the school and to forge a leadership committee empowered to lead the school towards a collective governance structure. Parents of Title I targeted, ELL, GATE, general and special ed students are on the Council. All parents are invited to attend School Site Council meetings. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | School Site council develops and oversees school site plan and budget.   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | PTA, Principal, faculty        |
| B 2<br>2                              | Parents will be invited to vounteer for English Language Learner Advisory Committeess and District GATE Parent Council.   | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6   | The School's interests and concerns regarding ELL and GATE education issues will be carried forward to the District level. | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Site Council                   |
| B 3<br>3                              | Outreach work with the Mission, Visatacion Valley and other neighborhoods will continue through visits by staff to train parents on how to help their child succeed.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6                                  | Parents will participate more fully in student's educational process.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Davidson,Jay                   |
| B 1<br>4                              | Morning assemblies will review school rules, make general announcements and encourage student citizenship in English and Spanish--greetings will be made in 25 languages.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Every student will feel affirmed that we honor and celebrate diversity; students follow school rules                       | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Matsuno,Phyllis S              |
| B 2<br>5                              | Parents will be encouraged to ride the bus to help diminish behavior problems, tardiness due to buses, etc. This will help build home-school connections and improve safety.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Reduced incidents on buses; improved home-school relations   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                                  | Matsuno,Phyllis S              |
| B 2<br>6                              | Align resources through America Reads, Reading Recovery, Young and Rubicam, Big Brother/Sister, Sand Tray, and Outreach Counseling to ensure that parents receive training and awareness on how to effectively help their child   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6                                  | More effective parental involvement at home  | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | Hawkins Randall,Nancy E        |
| B 1<br>7                              | New Kindergarten parents will be recruited from all neighborhoods during the OER process. Orientation sessions will be held at the school.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6  | More diverse student population  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Principal, PTA, Site Council   |
| B 1<br>8                              | All staff parents and students will complete yearly surveys on school progresms. Survey results will be used to help in school-wide planning and staff development.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | programs that meet the needs of the population   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Matsuno,Phyllis S              |
| B 1<br>9                              | Volunteers will be solicited to help with a garden, restore murals, and work with the ceramic artist in residence and with Alvarado Arts on new art projects around the school.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | parent involvement, community pride in the site  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Garden committee, artists, PTA |

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Alvarado Elementary School  
**Activities for Priority/Objective B 1**

420  
All

To improve staff, parent and community participatioin in the educational process.

**To provide direct and personal outreach to all parents, especially new kindergarten parents, targeting Latino, African American and ELL parents.**

| Priority/<br>Objective/<br>Activity # | Activity  | Target Population  | Outcomes/Benchmarks   | Funding Source  | Team/Person Responsible    |
|---------------------------------------|---|--|---|---|----------------------------|
| B 1<br>10                             | A Parent Information handbook and Calendar will be created yearly, with help from parent volunteers and our Adopt-a-School Partners, Young and Rubicam.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | home-school communication; families feel increased ownership of the school  | <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | Site Council,<br>PTA       |
| B 1<br>11                             | All home-school communications will be bilingually presented. Translation services will be procured and paid for outside of school staff resources as this is a tremendous task   | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6  | ELL families are kept informed of all events at the school  | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Mcdonagh,Cecilia L         |
| B 1<br>12                             | A parent and teacher will be assigned to coordinate an active and representative Student Government, through a Student Council  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Empowerment of students governing the school  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | 2nd<br>Olsen,Shirley V     |
| B 1<br>13                             | Recognition of parent volunteers will be public and regular.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Increased parent involvement  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Hawkins<br>Randall,Nancy E |
| B 1<br>14                             | Parents and community members are invited to volunteer in the classrooms, in the school library, and for special events and activities. Volunteers receive training in effective volunteering in the classroom and other learning situations.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Well trained volunteers work effectively with teachers to promote academic achievement, student self esteem, and classroom order, sharing their unique experiences and talents with the school community. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Hawkins<br>Randall,Nancy E |
| B 1<br>15                             | Teachers will hold conferences with parents of all students twice a year to discuss the child's achievement and progress, including a portfolio of work and results of standardized tests. Teachers are also available to discuss students with parents, by appointment, at any time throughout the year upon the parent's request. | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Parents and teachers work together to ensure the best education and achievement for students. School and home approach any issues in a coordinated manner.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | Classroom<br>Teachers      |

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Alvarado Elementary School  
**Activities for Priority/Objective C 2**

420  
All

To address the well being and safety of the whole child and the school community to support academic achievement.

**To display student work and information in both Spanish and English, provide assistance to students in both languages, and eliminate graffiti as soon as it occurs.**

| Priority/<br>Objective/<br>Activity # | Activity   | Target Population  | Outcomes/Benchmarks   | Funding Source  | Team/Person<br>Responsible                  |
|---------------------------------------|--|--|---|---|---|
| C 2<br>1                              | Eliminate graffiti as soon as it occurs. Generates pride in and respect for the school among students and neighbors; assists in city-side graffiti abatement program   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | A clean, attractive learning environment; student, teacher, parent, community pride.                      | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7 | Paul Lanier                                 |
| C 3<br>2                              | All students from Kindergarten through Fifth Grade will attend a schoolwide presentation on safety.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students are aware of how to be safe at and outside of school.  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Matsuno,Phyllis<br>S                        |
| C 2<br>3                              | All students will have access to on-site resources through the twice a year classwide SST process facilitated by an out-reach consultant as well as individual referrals.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Resources are matched to students who need them.  | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7 | Hawkins<br>Randall,Nancy E                  |
| C 3<br>4                              | A Health and Safety Fair will be held in October to teach safe practices and bring the community together around one of it's most important goals--student safety.   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6  | Increased student awareness of personal safety issues.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 7            | PTA   |
| C 2<br>5                              | All staff will help monitor and update bulletin boards and classroom displays to show current student work, and to share the cultural richness of our diverse school community.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | raised student self-esteem and pride in the school community; shows visitors current curriculum activity; | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7                       | all teachers and<br>artists in<br>residence |
| C 2<br>6                              | Paraprofessionals will be assigned to help individualize instruction and increase learning during part of their day. Bilingual paraprofessionals will be assigned to assist teachers in implementing primary language instruction.                             | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6                       | Improved student performance  | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7 | Matsuno,Phyllis<br>S                        |
| C 3<br>7                              | Principal will be visible throughout the building and on the yard and will serve as a model encourager, and reminder to positive student behavior.   | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | Students feel their actions matter; teachers feel supported   | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Matsuno,Phyllis<br>S                        |
| C 1<br>8                              | A four-hour a day program clerk will process budget requests and act as liaison with state and federal funding department. Clerk will ensure funds are spent in accordance with regulations and materials purchased are distributed to correct parties for use | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6                                  | Teachers receive needed materials to serve targeted populations   | <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Cleary,Margaret<br>A                        |
| C 1<br>9                              | School site maintains necessary first aid and other supplies in case of disaster, including a large kit for the school and small kits for each classroom.  | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6 | School is prepared for any eventuality  | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Matsuno,Phyllis<br>S                        |
| C 3<br>10                             | Consent Decree plan class size limits will be maintained.  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/><br>1 2 3 4 5 6  | All classes have 20 or fewer students.  | <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/><br>1 2 3 4 5 6 7            | Matsuno,Phyllis<br>S                        |

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