

San Francisco Unified School District

Dr. Charles R. Drew Alt. Elementary School

School Site Plan for 2000-2001

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Dr. Charles R. Drew Alt. Elementary School
Analysis of Current Conditions

District Goals & Superintendent's Priorities	<i>Oct. 1999</i>	Level of Need	Source
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 type="radio"/> Hi <input type="radio"/> Low <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 type="radio"/> Hi <input type="radio"/> Low <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 type="radio"/> Hi <input type="radio"/> Low <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 <input 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 type="radio"/> Hi <input type="radio"/> Low <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 type="radio"/> Low <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 <input 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 <input 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 <input 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 <input 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 type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	

Dr. Charles R. Drew Alt. Elementary School

School Year: 2000/2001

Vision Statement

The vision of Dr. Charles R. Drew Alternative School is to ensure that all of our students achieve to their maximum potential in all areas of the curriculum. We will accomplish this by ensuring that the primary goal for each and every activity that students, staff, and parents engage in is the enhancement of student achievement.

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All curriculum decisions and activities at Dr. Charles R. Drew School are governed by the school philosophy:

- All children are born learners.
- All educational activities should be developmentally appropriate with an interdisciplinary focus.
- The best academic environment allows for active learning and exploration of materials.
- Learning activities will enhance the joy of learning.
- Integrated whole language approach to learning.

Dr. Charles R. Drew School seeks to preserve the natural joy of learning that children bring to school. The vision of Drew is to send students to the sixth grade with high self-esteem, solid academic skills, ability to solve problems, and multiethnic friendships built through learning and exploring together.

Dr. Charles R. Drew Alt. Elementary School

School Year: 2000/2001

Vision Statement

School Priorities for
Dr. Charles R. Drew Alt. Elementary School
 School Year 2000/2001

School Priority	Measurable Objective	Specific Measurements
A <i>Improve the reading/writing achievement of all students specifically the AA, L, and ELL students by five or more NCE points in the SAT9 Spring 2001.</i>	A1. Increase the achievement in Reading/Language Arts by five or more NCE points for all students.	<ul style="list-style-type: none"> • SAT 9 results, Spring 2001.
	A2. Increase percentage of 4th grade students to 50% passing the IWA with a score higher than 6.	<ul style="list-style-type: none"> • 4th Grade IWA results, February 2001.
B <i>Improve achievement in math for all students with a special emphasis on the achievement of AA, L and ELL students by five or more NCE points in the SAT9 in Spring 2001.</i>	B1. Increase the achievement of all students specifically African American, Latino and ELL students' Math Academic Performance Index by five or more points in the SAT9 in Spring 2001.	<ul style="list-style-type: none"> • SAT9 results, Spring 2001 and third grade Math Performance Assessment. • Student Math Journals of Open-ended Math Problems. • Formal and Informal classroom assessment. • Sign-in sheets for Family Math Events.
	B2. Students will score at least 3 out of 4 on a 4 - point rubric on Open-ended math problems.	
	B3. Third grade students passing grade on the Math Performance Assessment will increase to at least 50%.	
C <i>Increase exposure to hands-on science experiments for all students.</i>	C1. Increased exposure to the scientific process and achievement of all students for science.	<ul style="list-style-type: none"> • FOSS Science Unit Assessments. • Science journals. • Ocean's writing prompt. • Grade 5 PASS Assessment.

Activities for Priority/Objective A

Improve the reading/writing achievement of all students specifically the AA, L, and ELL students by five or more NCE points in the SAT9 Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 1	<p><i>1. Staff will analyze, review, and use multiple sources of data assessments and accountability system by:</i></p> <p>a) disaggregating Spring 2000 SAT9 data by gender, ethnicity and language proficiency of students.</p> <p>b) defining and coordinating the use of Dr. Drew's Language Arts Profile Cards and District's Writing Rubric, student portfolios, and writing samples.</p> <p>c) employing varied assessment practices including diagnosis and ongoing monitoring of student work to document their progress and improve student achievement.</p> <p>d) reviewing the progress of identified students performing on the Q1-Q2 on SAT9 by staff and other support services.</p> <p>e) monitoring the progress of identified Q1-Q2 students on SAT9 by staff every grading period through their report cards and performance tasks.</p> <p>f) Results of the comprehensive needs assessment surveys for teachers, students, and parents will be tabulated and utilized in planning the standards - based program for the entire school.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	1) All students especially AA, ELL. Latino students will demonstrate a significant gain at the SAT9 test in the areas of Reading Comprehension, Vocabulary, Language, and Spelling by Spring 2001. 2) After analyzing the Spring 2000 SAT9 data, teachers will align Dr. Drew's Language Arts Curriculum with the SFUSD Standards at the on-site staff development on August 17, October 11, 17, 18, 25, 2000 to identify clear objectives and student outcomes; and design appropriate strategies/programs to meet students' needs. 3) Teachers will collect and score student writing samples using the District's and Dr. Drew writing rubric three times a year. 4) Student portfolios, projects, performance tasks, sight word lists, profile cards, individual promotion sheet, test preparation, formal and informal teachers' observations, and running records will be used throughout the school year to plan and revise instruction during the four District grading periods. 5) Teachers will include student reflection and self-assessment in learning activities throughout the year. 6) The school will make decisions on school programs based on data analysis, needs assessment and analysis of current conditions through surveys (parent, student, and staff) to be given during the school year.	<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"/> 1 2 3 4 5 6 7	Literacy Committee Principal All Teachers

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

Activities for Priority/Objective A

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Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 2	<p><i>Staff will utilize effective and challenging standards-based, academic content instructional strategies to develop vocabulary and concepts to improve the reading and writing skills of all students by:</i></p> <p>a) reviewing and using the District Standards and Core Curriculum as the foundation for planning their instructions.</p> <p>b) developing the Literacy Scope and Sequence to establish short and long range lessons appropriate to their grade levels.</p> <p>c) using modifications and adaptations in lesson to address the needs, learning styles, outcomes, and language needs of the students.</p> <p>d) providing daily direct instruction to identified 1st grade students performing below grade level by Reading Recovery teachers.</p> <p>e) conducting literacy groups (one- on- one or small groups) to provide daily instruction to identified students throughout the year by Reading Recovery Teachers. Gr. 1 teachers and a Reading recovery teachers will utilize the Sing, Spell, Read, Write Phonics Program to develop student phonemic awareness program and phonetic skills throughout the year.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	1) All students specially AA, Latino, GATE, SPED and ELL will show a significant growth in the SAT9 subtests in reading comprehension, vocabulary, language, and spelling by Spring 2001. 2) Fourth grade students will pass IWA with 50% or more of students achieving a comprehensive score greater than 6 in February 2001. 3) First grade students will show significant growth in the ABC Assessment test by June 2001. 4) Teachers will implement the Literacy Scope and Sequence and monitor skills taught that reflect outcomes, and sequenced activities on a regular basis. 5) The Literacy Committee will meet afterschool every 3rd Monday monthly to revitalize the writing program, discuss effective instructional strategies and techniques, and provide each teacher writing binders, prompts, rubrics, and anchor papers. 6) Teachers' lesson plans will be collected every three weeks to provide evidence of effective instructional practices.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff Principal

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Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 3	CONTINUATION OF ACTIVITY #2 <i>Staff will utilize effective and challenging standards-based, academic content instructional strategies to develop vocabulary and concepts to improve the reading and writing skills of all students .</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	7) First grade students served by Reading Recovery teachers and read at level 16 will discontinue program by May 2001. 8) RSP staff will provide Slingerland instruction to 3rd grade students to improve manuscript and cursive writing during the year. 9) RSP staff will provide a Slingerland Multisensory Approach to increase literacy in K-4 grades throughout the school.	<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"/> 1 2 3 4 5 6 7	RSP Teachers Reading Recovery Teachers

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Activities for Priority/Objective A

Improve the reading/writing achievement of all students specifically the AA, L, and ELL students by five or more NCE points in the SAT9 Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 4	<p><i>Coordinate a variety of school resources to enhance teaching and learning by:</i></p> <p>a) maintaining and monitoring instructional materials which are located in central locations and accessible to all teachers. b) using current SFUSD adopted literacy place and supplementary materials to reinforce, enhance, and enrich student learning. c) using categorical and supplementary funds to enhance and support programs for improved student learning. d) providing direct instruction to identified low performing first grade students by reading recovery teachers. e) adapting and modifying regular educational practices for RSP students. f) providing and integrating Specially Designed Academic Instructions (SDAIE) and content based literature to ELL students. g) preparing a written description of effective classroom practices leading to high achievement which include, but not limited to, flexible instructional grouping, tiered assignments, interest center, independent projects. specific curriculum such as Great Books, etc. to meet the needs of GATE students. h) utilizing various types of technology in the classrooms and computer lab across curriculum. i) An After School Tutorial Reading Program for targeted Gr. 2-5 students who are the Q1-Q2 SAT9 2000 will be held 3 days a week for 90 minutes daily to enhance their reading skills. j) expanding student learning outside the classrooms through field trips, camping, and outdoor education. k) provide upper grade intervention to grades 3-5 through Phonographix.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	1) Teachers will use current SFUSD adopted Literacy Place and supplementary materials (i.e. Bell Works, Math Steps, Soar to Success) that are aligned with District standards to communicate key subject matter concepts consistently. 2) From October 2000-April 2001 identified Grade 2-5 students will be involved in the After School Tutorial Reading Program to improve their academic achievement. 3) Technology will be integrated across the curriculum through the use of Accelerated Reading Program, Lexia Phonics Program, internet access, word processing research projects during the year. 4) Teacher will conduct field trips on a regular basis to enhance the curriculum outside classrooms experiences. Grade 4-5 camping trips and outdoor education for Gr. 5 will be scheduled in October, November, and May 2001. 5) Students in PhonoGraphix will make a year's growth in Woodcock. 6) ELL students will improve their English language proficiency as measured by LALAR and SAT9. Translator will be provided at conferences.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff Principal

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Activities for Priority/Objective A

Improve the reading/writing achievement of all students specifically the AA, L, and ELL students by five or more NCE points in the SAT9 Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 5	<p><i>Sustain professional development focused on teaching and learning improvement which include:</i></p> <p>a) staff collaboration to address instructional improvement and personal growth based on school priorities, individual student, teacher, paraprofessional and volunteer needs.</p> <p>b) presentations/workshops on cultural diversity issues with special emphasis on our students represented ethnicities/populations including the girls and women.</p> <p>c) provision of New Teacher Support System.</p> <p>d) Principal, Literacy Committee and Resource teachers will provide support and modeling of lessons for the implementation of literacy curriculum during the year and as needed.</p> <p>e) Staff and administrator organize and plan various meetings and professional growth activities at the beginning and end of the school year.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	1) All staff will collaborate effectively during monthly staff development days. (3 Consent Decree, 3 District Staff Development days) to promote professional growth and monitor student progress and performance. 2) Staff will participate in monthly grade/curriculum meeting to reflect with their colleagues on curriculum improvement and instructional alignment with School Site Plan and identified student needs. 3) Staff will engage in ongoing professional growth learning opportunities provided in and out of the District (e.g. Education Summit 2000, FIRSTPASS, etc.). 4) Increase appreciation of student's' cultural learning styles and diversity throughout the year. 5) The school will provide and sustain a new teacher support system through the BTSA program, Drew's resource teachers, administrator and colleagues which includes orientation, grade level and curriculum meetings, modeling lessons, planning, support providers, and UBC advocates for new teachers throughout the year.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff Principal Literacy Committee

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Activities for Priority/Objective A

Improve the reading/writing achievement of all students specifically the AA, L, and ELL students by five or more NCE points in the SAT9 Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 6	<p><i>Coordinate school services and programs to address student needs , design and implement effective strategies by:</i></p> <p>a) forming a Program Quality Review (PQR Leadership Team) to assist in the PQR process.</p> <p>b) providing and modeling literacy strategies and techniques for all teachers, paraprofessionals, and volunteers.</p> <p>c) utilizing the services of paraprofessionals who work with students to reduce class size and assist with instructions in all curriculum areas.</p> <p>d) coordinating the Conflict Management Program.</p> <p>e) utilizing various committees such as SSC, PAG, UBC, etc. in planning, evaluating, and monitoring school programs.</p> <p>f) integrating poetry, music and movement with language, math, history/social science through the Orff Schulwerk consultants, SF Ballet, Zaccho Dance Company.</p> <p>g) reviewing, evaluating, and approving the School Site Plan and establishing a new budget annually and if necessary making modifications to the plan that reflect changing needs and priorities by the School Site Council.</p> <p>h) The administrator and teachers will insure that students are placed in programs with support services that meet the needs for special populations including ELL, SPED, and GATE.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	a) The Administrator and 3 teachers will attend the mandatory 2-day PQR training on September 11-12 to form a leadership team, formulate 2 essential questions as part of the review process, create a working action plan for 3 years (SY 2000-2003) directly related to the improvement of teaching and learning. b) Healthy Start Worker and Elem. Advisor will conduct Conflict Management Training for students and new teachers. She will coordinate its implementation from September 2000 to June 2001 to support social and academic growth; enhance student problem solving skills throughout the school. c) Student placement in support programs and services for targeted or special populations including AA, Latino, ELL, SPED and GATE will be reviewed on a consistent basis by the staff. d) SSC will assist and monitor the development of : 1. School's Needs Assessment 2. School Plan 3. Increased Parent Involvement and Participation	<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"/> 1 2 3 4 5 6 7	All Staff Principal PQR Consultants Leadership Team

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Activities for Priority/Objective A

Improve the reading/writing achievement of all students specifically the AA, L, and ELL students by five or more NCE points in the SAT9 Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 7	<p><i>Engage families, other community members, and business organizations as full partners in learning with the following ways:</i></p> <p>a) The administrator will share the disaggregated Spring SAT9 test data and the SFUSD Standards with parents/ families.</p> <p>b) The administrator, teachers, Healthy Start Worker, Elem. Advisor and families will be involved in the SST/IEP processes to identify support services for students with special needs.</p> <p>c) Continue and expand parent involvement through Kindergarten Orientation and Getting to Know You sessions, Winter Holiday Program, African American History Program, MLK Assembly/March, Parent/Volunteer Appreciation Receptions, School Book Fair, Parenting Classes.</p> <p>d) Administrator, Elem. Advisor, Staff will communicate with parents regularly through the weekly Parent Newsletter and phone calls.</p> <p>e) Parents and families will attend literacy workshops provided by the Dr. Drew staff. Continue to sponsor Books for Babies Program.</p> <p>f) Business organizations such as Advent Software, Tetra Tech, and educational partners (SFSU, USF, Americorps, Phonographix) will provide additional instructional literacy support before school and during instructional day.</p> <p>g) Interested students/families will be encouraged to attend literacy community support services (i.e. High Gear, SFES, African-American Community) before and after school.</p> <p>h) The Healthy Start worker will provide off-campus services to parents of identified at-risk and challenging students.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	<p>a) At the September 2000 Back-to-School-Night and SFUSD mandated Parent Conferences, staff will inform parents and families about the Spring SAT9 test results and discuss the SFUD Standards.</p> <p>b) Regular SST meetings will be held to identify support services for students. Classroom teachers and RSP teacher will plan/revise students' IEPs on a regular basis.</p> <p>c) Two family literacy workshops (Fall/Spring) will be held to provide families with strategies on how to help their children with literacy skills and assignments at home. Students will be prepared for entering school.</p> <p>d) Volunteers will provide additional literacy instructional support to enhance student learning from September 2000 to June 2001.</p> <p>e) Interested students and families will be encouraged to attend before and afterschool literacy programs offered in the neighborhood.</p> <p>f) The Healthy Start worker will provide counseling and home visits to identified students to enhance student learning, improve student attendance, increase family involvement and support throughout the school year.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff Principal Business Partners Partners In Education

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Activities for Priority/Objective B

Improve achievement in math for all students with a special emphasis on the achievement of AA, L and ELL students by five or more NCE points in the SAT9 in Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 1	<p><i>Staff will analyze, review, and use multiple sources of data assessments and accountability system by:</i></p> <p>a) In August 2000, teachers will analyze disaggregated SAT 9 test results by gender, ethnicity, and level of language proficiency resulting in goal setting and new strategies to be used to help raise Math SAT 9 scores and quality of work.</p> <p>b) Teachers will continue to assess students proficiency in mathematics using different tools such Math journals, portfolio, math criterion reference tests to determine student progress and improve student achievement.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	<p>a) Q1 and Q2 students (AA, L, ELL) test scores will be raised to five or more NCE points in the SAT9 Math problem solving skills and procedures by Spring 2001.</p> <p>b) Students will show a gain of five or more NCE points Spring 2001 SAT 9 Math subtests (problem solving and procedures).</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff Principal

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Activities for Priority/Objective B

Improve achievement in math for all students with a special emphasis on the achievement of AA, L and ELL students by five or more NCE points in the SAT9 in Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 2	<p><i>Staff will utilize effective and challenging standards-based, academic content instructional strategies to develop concepts and improve the mathematical skills and thinking of all students through the following ways:</i></p> <p>a) The Principal and Math Committee will model effective instructional strategies, open-ended Math problems, mental math, and computational skills. Release days will be provided by IRISE to align Drew’s Math curriculum with SAT 9 and State/District Math standards/framework. Teacher observations, teacher-made tests, non-norm reference test, open ended problems, performance, criterion reference tests will be utilized to assess students’ mathematical skills.</p> <p>b) All students will continue to write in math journals to communicate their math thinking using appropriate approaches at least twice a week. Teachers will share student journals at on-site staff development days.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	<ul style="list-style-type: none"> • Math scores of AA, Latino, ELL students will increase to 5 or more NCE points on SAT9 BY SPRING 2001. • Third grade students passing rate on the Math Performance test will be at least 50%. • Improve students ability to express mathematical thinking throughout the school year. 	<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"/> 1 2 3 4 5 6 7	Principal Math Committee

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Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 3	<p><i>Coordinate a variety of school resources to enhance teaching and learning environment by:</i></p> <p>a) RSP staff will provide math computation materials in an organized, sequential binder format for all 3rd, 4th, and 5th grade classes. Consultation and in-class support will be provided as needed or at least 2 times per week in every Grade 3-5 classroom. Grade 1-2 RSP students will receive individual or small group instruction in math as determined by their IEPs.</p> <p>b) RSP staff will provide direct instruction in real-life math applications to identified RSP students. Manipulative materials will be utilized to enable students to participate in reality-based situations requiring mathematical applications.</p> <p>c) The IRISE office and SFUSD Exxon Mini Math Grant will provide release days by grade level so teachers will learn new ways to supplement MathLand, using exemplary new curriculum like <i>Investigations in Number, Data, and Space</i>; and to continue to learn about teaching and learning through professional reading, classroom research and collaboration.</p> <p>d) The USP Math/Science Team will provide support for classroom teachers in using Math instructional activities that promote specific learning outcomes for all students.</p> <p>e) The Principal, Math and Technology Committees will develop a plan to increase the use of technology to support the math curriculum in terms of problem solving and computational skills. The Accelerated Math Program will be used by Gr. 3-5 students to enhance their mathematical skills in the computer lab.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	<p>a) Standardized tests scores will indicate improvement in basic computation skills of Grades 2-5 students by Spring SAT9 2001.</p> <p>b) RSP students will show at least five or more raw scores at Math SAT9 Math Problem Solving and Procedures in the Spring SAT 2001.</p> <p>c) Increased/enhancement of mathematical skills of Gr. 3-5 students through technology during the year.</p> <p>d) Increased knowledge of what is expected of each student at each grade level in Math from August 2000 to June 2001.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Math Committee K-5 Teachers

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Improve achievement in math for all students with a special emphasis on the achievement of AA, L and ELL students by five or more NCE points in the SAT9 in Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 4	<i>Engage families, other community members, and business organization as full partners in learning in the following ways.</i> a) Staff will continue familiarizing parents with the District Math Standards and California Framework at parent events e.g. Back-to-School Night, Family Math, Parent-Teacher conferences, etc. b) Volunteers from Advent Software will tutor targeted students in Q1-Q2 SAT9 Math on a weekly basis to improve their mathematical concepts and ideas. c) Conduct two Family Math Nights (Fall/Spring) to provide Math strategies to parents/guardians on how to best help their children at home. d) Encourage families to attend Afterschool or Saturday School Programs to enhance their children's math skills in computation and problem solving (i.e. High Gear, IRISE Saturday Academy, etc.). e) Selected Gr. 3-5 students will be involved in the Infusion One Program weekly to enhance their academic skills in Math through athletics.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	a) Increased parent awareness of the District Math Standards and California Framework during the school year. b) Students will show a significant gain on the Spring 2001 Math subtests.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Math Committee, Teachers K-5

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

Activities for Priority/Objective B

Improve achievement in math for all students with a special emphasis on the achievement of AA, L and ELL students by five or more NCE points in the SAT9 in Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 5	<p><i>Sustain professional development focused on teaching and learning improvement which include:</i></p> <p>a) staff collaboration to address Math instructional improvement and personal growth based on school priorities, individual student and teacher needs.</p> <p>b) presentations/workshops on open-ended word problems and math procedures.</p> <p>c) provision of New Teacher Support System in aligning Dr. Drew's Math curriculum with District Standards.</p> <p>d) Principal, Math Committee and Resource teachers will provide support and modeling of lessons for the implementation of Math curriculum during the year and as needed.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	<p>a) Teacher's reflections upon their teaching practice including review of student work and other products during the school year.</p> <p>b) Teacher establish professional learning goals, develop individual professional growth plans, and pursue that growth, using resources that include peer learning and mentoring professional organizations (i.e. Asilomar Annual Math and Science Conference, IRISE workshops, MARE, Urban Systemic Math and Science).</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Math Committee All Staff Principal

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

Description of Site Programs for Student Populations

Identified students receive the full and balanced District core curriculum which is provided to all students

There needs to be specifically identified, student-centered activities for each special needs group. Multifunded students are to receive the appropriate supplemental program services for which they are eligible. These services support and supplement their learning of the District core curriculum and achievement of standards. Within your site plan, use of resources, practices, and budgets should support the program described below.

**Program Delivery for: Educationally
Disadvantaged Youth**

Contact Person: Santos, Helen L.

**Needs
Assessment**

[Empty box for Needs Assessment]

**Program
Delivery
Model:
(time,
duration,
setting,
provider,
organization)**

Reading Recovery teachers provide daily thirty (30) minute lessons focusing on reading strategies 1st grade students.
Reading Recovery teachers provide follow-up literacy group instruction to 2nd grade students who participated in Reading Recovery in grade 1 and are still below level (45 min/day).
Two Phono-Graphix Lead Teachers schedule and monitor all SFSU Partnership student tutors at the school site; coordinate all aspect of the Partnership Tutor Program including administering the pre & post assessments to students, acquiring parents forms and submitting all required documentation to CIPD; and provide a coordinated tutoring program for students reading below grade level.
See A13-e

**Professional
Development**

Reading Recovery teachers will attend continuing contact classes practice by reading recovery project - CIPD.
CIPD Reading Recovery teacher leaders observe and assess the structure of the reading recovery lesson/immediate feedback/recommendations (written and verbal) are shared (2 observations).
Reading Recovery teacher attend an annual early literacy conference.
Reading Recovery Teachers attend two peer cluster visits: critique and coach each others lessons.
The principal together with the 2 lead teachers attend and receive training at the district level.

Progress reports and family conferences are provided for Reading Recovery and Phono-Graphix students.

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Program Delivery for: Educationally

Contact Person: Santos, Helen L.

Disadvantaged Youth

Family & Community

Educational activities are provided to support Reading Recovery lessons.
Parent book lending library available for reinforcement of reading skills.
Parent's invited to observe 1 or 2 reading recovery lessons at school and at the reading recovery demonstration of "behind the glass".
Annual survey to families of reading recovery students.

Evaluation

Reading Recovery students will be assessed daily using running record.
Weekly record of student's writing to bring words to fluency.
Reading Recovery teachers assess below grade level 1st grade students with a series of test 1-6.
Pre and post assessment using the Woodcock and Phono-Graphix will be administered. A Phono-Graphix Journal Record will be submitted by the lead teacher.
SFSU tutor performance will be evaluated in December, at the end in the fall semester and in May, at the end of Spring semester.

Description of Site Programs for Student Populations

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Program Delivery for: Gifted & Talented

Contact Person: Santos, Helen L

Needs Assessment

[Empty box for Needs Assessment]

Program Delivery Model: (time, duration, setting, provider, organization)

Identified GATE students and high potential students will receive the full and balanced District core curriculum which is provided to all students. Additionally, GATE students will receive challenging and specialized instruction in ability group settings. GATE students will receive at least 50 minutes of GATE instruction per day using a GATE approved program provided by classroom teacher or para. GATE students are clustered in reading in literature circles to read and discuss above grade-level books. During math GATE students work at an increased individualized pace. Students are clustered during social studies simulations to increase depth of dialogue and complexity of subject matter.

Professional Development

Dr. Drew coordinator will:

- Attend workshops and training about the GATE policies, current curriculum, instructional practices, and diversity issues and provide an on-site staff development to all staff and parents.
- Facilitate teacher training at monthly cluster and curriculum meetings on effective classroom practices leading to high achievement which include, but not limited to, flexible instructional groupings, tiered assignments, interests centers, independent projects, specific curriculum such as great books, etc.

A parent is assigned to serve as GATE contact and will attend GATE workshops and meetings provided by the GATE office. GATE coordinator will present

Description of Site Programs for Student Populations

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Program Delivery for: Gifted & Talented

Contact Person: Santos, Helen L

Family & Community

a parent meeting to all parents interested in learning more about the GATE curriculum and working with their children.

Evaluation

GATE coordinator meets with teachers of GATE students four times a year to evaluate progress of students. Assessment of GATE students is ongoing using Rubric scoring of math problems and writing assignments.

Description of Site Programs for Student Populations

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There needs to be specifically identified, student-centered activities for each special needs group. Multifunded students are to receive the appropriate supplemental program services for which they are eligible. These services support and supplement their learning of the District core curriculum and achievement of standards. Within your site plan, use of resources, practices, and budgets should support the program described below.

Program Delivery for: English Language Learners

Contact Person: Santos, Helen L.

Needs Assessment	
Program Delivery Model: (time, duration, setting, provider, organization)	In the Intensive Language Development? ELD classrooms (grades K-5), instruction is delivered by a CLAD certificated teacher. English language development is designed appropriately to the level of English proficiency of each ELL student, i.e. . beginning, intermediate, etc., with groupings and appropriate instructional strategies such as SDAEI (Specially Designed Academic Instruction in English), both content-based and English Language instruction - - scaffolding, activating prior knowledge, lowered affective filter, use of visuals and realia and a pride-rich environment. Supporting strategies to promote writing skills for second language learners in 4th grade will be provided by a resources teacher 1 time per week in small groups.
Professional Development	Teachers of ELD classrooms participate in district-provided professional development workshops such as SDAIE training, LALAR and SB 1969 CLAD certification class and Teaching Writing to Second Language Learners (Bay Area Writing Project). In addition to district-provided training teachers participate in conferences such as TESOL (Teaching English to Speakers of Other Languages), CABE and principal will attend FAEAC (Filipino-American Educators Asia in California) conference. They will disseminate information and strategies to staff through an on-site professional development.
Family & Community	Translators for parent-teacher conferences and family nights (Family Math Night Literacy Night, etc.) will be provided to support and encourage families to participate in the activities. Parents also support the program through participation on the BAC.
Evaluation	Teachers will utilize a variety of assessment including reading inventories, performance-based assessments, portfolios and teacher observations to determine students' needs. In addition, analysis of SAT9 data is done to determine areas of need as well as the Redesignation process criteria (which includes the LALAR rubrics) and used to monitor and evaluate our ELL students' progress. Analysis of IWA data is also used to improve writing instruction for ELL students.

Description of Site Programs for Student Populations

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Program Delivery for: Special Education

Contact Person: Santos, Helen L

Needs Assessment	
Program Delivery Model: (time, duration, setting, provider, organization)	Resource Specialist teacher and paras provide daily pull-out instruction (up to 90 min. per day) for RSP students K-5. Resources Specialist teachers and paras provide in-class instruction in general education classrooms (1 to 2 times per week), collaboration meetings (formal and informal). Instructional methods include Slingerland (reading, writing, spelling) Reading Comprehension direct instruction, mathematics computation and concepts instruction, etc. Modification of core curriculum for all RSP students (e.g. 5th grade state reports on on-going basis throughout school year.
Professional Development	RSP teachers and paras attend all Special Education Department training and informational meetings. RSP teachers attend annual California Association of Resource Specialist (CARS) Convention and other professional organization conventions (e.g. International Dyslexia Society) when held locally.
Family & Community	Student study team meetings (1 or more) for at-risk students and families. Individual Educational Plan (IEP) meetings for all students referred from SST. Annual IEP meeting for every RSP student (approx., 35 meetings per year).
Evaluation	Quarterly assessments for IDPs on Annual Goals written in IEPs, scheduled to coincide with general education reporting periods. Annual individual IEP meeting for RSP students to review/rewrite annual goals.

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Program Delivery for: Title I / Pre-Kindergarten

Contact Person: Santos, Helen L

Needs Assessment	
Program Delivery Model: (time, duration, setting, provider, organization)	Pre-K teacher focus is language development and critical thinking through the use of developmentally appropriate practices which enable students to enter school prepared and excited to learn. Students learn social skills such as cooperation, sharing, working in a group and multi-cultural awareness. Pre-K students develop age-appropriate social/motor skills and academic readiness through high scope cognitively oriented/curriculum (165 min/day).
Professional Development	Pre-K teacher participate in all site-based staff development activities (meetings, workshops, curriculum committees) Pre-K teacher attends all staff development sessions coordinated by Child Development Program.
Family & Community	Pre-K parents are included in all parent meetings, back to school curriculum night, and all schoolwide events i.e., family math, family literacy. Pre-K parents attend monthly parent meetings.
Evaluation	Pre-K Development Profile - ongoing observation; discussed at twice a year parent/teacher conference. Parent/teacher conferences are permitted to all parents.