

San Francisco Unified School District
Cesar Chavez Elementary School

School Site Plan for 2000-2001

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Cesar Chavez Elementary School

School Year: 2000/2001

Vision Statement

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Cesar Chavez is a community of life-long learners. We incorporate and integrate academic skills, knowledge of subjects, leadership development and appreciation of our rich diversity. We are committed to the spirit, philosophy and actions of Cesar Chavez. We empower our students as independent learners and critical thinkers to enable each youngster to reach full potential as leaders and scholars in our school and our communities.

**School Priorities for
Cesar Chavez Elementary School**

School Year 2000/2001

School Priority	Measurable Objective	Specific Measurements
A <i>To increase each student's reading comprehension by more than one year's growth per year of instruction.</i>	<p>August to September all students will begin reading comprehension activities and will be guided by data analysis staff development presented as part of opening staff retreat, monthly staff meetings, teacher release days and professional development days as presented by staff leadership.</p> <p>September to June all students will participate in daily direct reading instruction which includes word recognition skills, sight and content vocabulary, factual, organizational, generalization and evaluation comprehension strategies, critical thinking and written applications.</p>	<p>Teachers will participate in staff development activities focusing on reading comprehension strategies through grade level meetings, staff development days, retreats and release days throughout the year.</p> <p>The reading specialist and at-risk resource teacher provide staff support for this effort. October to May, all students will publish weekly interactive journals which reflect higher level thinking, research and reasoning strategies using text based and technology resources and media.</p>
B <i>To continue developing each student's narrative writing abilities with an emphasis on purpose setting and narrative text structures.</i>	<p>All students will participate in monthly classroom assessments using ALAS focused on narrative writing structures.</p> <p>All students will participate in daily formative and writing process instruction which includes the Bay Area Writing Project approach and a structured format to guide student narrative writing development.</p> <p>All students will publish weekly interactive journals which reflect higher level thinking as well as research and reasoning strategies using text based and technology resources.</p>	<p>Data will be maintained in classroom portfolios and discussed in monthly staff development workshops.</p> <p>The literacy specialist and afterschool program coordinator will provide support for this effort.</p> <p>All students will improve at least benchmark status on the primary language and English ALAS assessment. 4th grade students will make a 5 point gain on the IWA assessment.</p>

School Priorities for
Cesar Chavez Elementary School

School Year 2000/2001

School Priority	Measurable Objective	Specific Measurements
C <i>Continue building each student's abilities in math reasoning and problem solving.</i>	<p>All students will participate in daily math learning activities guided by data analysis and staff development activities during staff meetings, professional development days, and teacher release days.</p> <p>All students will participate in monthly classroom assessments using Mathland progress tests and other supplemental texts.</p> <p>All staff will participate in daily direct math instruction which integrates math applications, reasoning, problem solving, critical thinking and written applications.</p>	<p>Data will be maintained and gathered using the district math performance assessment and site developed math performance assessments focusing on math problem solving strategies.</p> <p>Data will be maintained in class portfolios. Administration will model lessons and provide staff support for planning and assessments. Students will make a 5 point gain in the district math performance assessment and in the SAT/9 math problem solving section, grades 2-5.</p>

Cesar Chavez Elementary School
Activities for Priority/Objective A 1

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All

To increase each student's reading comprehension by more than one year's growth per year of instruction.

August to September all students will begin reading comprehension activities and will be guided by data analysis staff development presented as part of opening staff retreat, monthly staff meetings, teacher release days and professional development days as presented by staff leadership.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 1 2	<p>A. ALL ELL, AT RISK, SPECIAL EDUCATION, GATE AND GENERAL EDUCATION STUDENTS</p> <p>A1. August to September all students will begin reading comprehension learning activities will be guided by data analysis staff development presented as part of opening staff retreat and monthly staff meetings presented by staff leadership.</p> <p>A.2. September and November and January and April all students will participate in monthly classroom assessments using Scholastic and Solares progress assessments and maintained in classroom portfolios.</p> <p>A.3. September to June all students will participate in daily direct reading instruction which includes word recognition skills, sight and content vocabulary, factual, organizational, generalization and evaluation comprehension strategies, critical thinking and written applications. The reading specialist and at-risk resource teacher provide staff support for this effort.</p> <p>A.4. October to May, all students will publish weekly interactive journals which reflect higher level thinking, research and reasoning strategies using text based and technology resources and media. Classroom teachers, technology resources and after school teacher liaison will provide staff support.</p> <p>A.5. November to June all site leadership team, reading specialist and at-risk resource teachers will provide effective practices monthly staff development activities designed to enable teacher to provide all students sully intergrated reading instruction.</p> <p>A.6. September to June technology, Ecoliteracy, Family Literacy and afterschool programs resources will be used to contextualize and apply students' reading comprehension and vocabulary development through supplemental learning support.</p> <p>A.7. March and April all FEP students will participate in STAR 9 assessments and Spanish speaking ELL students will participate in SABE assessments.</p> <p>A.8. October to May all students and their families will have available a variety of learning services available through Family Literacy, after</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	As measured by the Assessment of Basic Comprehension (ABC) and the SAT/9 reading comprehension.	<input type="checkbox"/> <input 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	Staff and Administration

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

Cesar Chavez Elementary School

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Activities for Priority/Objective A

All

To increase each student's reading comprehension by more than one year's growth per year of instruction.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 3	<p>Students who need extra support to meet standards will receive added one on one help, including after school. (Title I-SWP, SBCP)</p> <p>Teachers will look at various forms of data such as standardized tests (CTBS, 4th Grade Proficiency, etc.) and authentic assessment to determine what extra needs of students not achieving District Standards and develop plans to meet the needs. (Title I-SWP, SBCP, CD)</p> <p>Students who need special support will be identified by teacher judgement, parent request and data. (Title I-SWP, SBCP, CD)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
A 4	<p>GATE PROGRAM</p> <p>Gate students will be provided with added oportunities and resources to pursue their interests in science, math, language arts through independent learning experiences which may accelerate the pace, increase the depth and complexity of study within the classroom curriculum in order to improve achievement. (GATE)</p> <p>GATE students will be identified by teacher referrals and District testing. Such high potential and gifted students will ethnically reflect the school as a whole. (GATE)</p> <p>GATE students will be fully integrated. (Title I-SWP, SBCP)</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	

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Activities for Priority/Objective A

To increase each student's reading comprehension by more than one year's growth per year of instruction.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 5	LEP STUDENTS All LEP students will use hands-on materials and integrated curricular models. (Title I-SWP, SBCP, CD) All LEP students will participate in a variety of flexible groupings including cooperative learning using the tribes model, small groups and centers under the supervision of EIA/LEP paras and the resource teacher in the areas of language arts, and math integrated with science activities. (Title I-SWP, SBCP) All LEP students will have access to literature and other books and materials in their native language. (Title I-SWP, SBCP) LEP students will participate in the English Language Development or the Spanish Bilingual or Chinese Bilingual Programs and will receive instruction in English as a Second Language. (Title I-SWP, SBCP) Qualified bilingual teachers and aides will be assigned to the Spanish Bilingual classes, and Chinese Bilingual Classes. (Title I-SWP, SBCP)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	

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Activities for Priority/Objective A

To increase each student's reading comprehension by more than one year's growth per year of instruction.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A	SPECIAL EDUCATION PROGRAM	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6	<p>All Special Education students will be mainstreamed into cooperative learning activities in regular classrooms on a consistent basis.</p> <p>All Special Education students will be in environments using OLE, DAP, and IRISE strategies.</p> <p>Identified Special Education students will work with the Resource Specialist staff to help insure success in the regular classroom.</p> <p>Special Education and regular students referred by the SST will receive help from the Resource Specialist Program as appropriate to their specific needs.</p> <p>Students without special education IEP's can be served by RSP or SDC teachers based on the recommendation of SST and space available.</p> <p>The school will coordinate ASL training for staff and parents.</p>	1 2 3 4 5 6		1 2 3 4 5 6 7	

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Activities for Priority/Objective A

To increase each student's reading comprehension by more than one year's growth per year of instruction.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A	PRE-K ACTIVITIES	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7	Physical Development *Students will develop physically through participation in games, movement, and while using playground equipment.	1 2 3 4 5 6		1 2 3 4 5 6 7	
	Social/Emotional Development *Students will develop socially and emotionally through greetings, group sharing, taking turns, sharing meals, listening and speaking in both first and second languages during interactions with peers and adults, in a manner that promotes cultural awareness and self esteem.				
	Cognitive Development *During teacher-directed and free exploration students will develop cognitively in the areas of pre-reading, pre-writing, math, oral language, science, health, art, and music in a manner that promotes creative expression.				
	Creative Expression *Students will participate in activities that encourage self-expression: dramatic activities, movement, dance, songs, playing instruments, and varied art forms.				

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Activities for Priority/Objective B

To continue developing each student's narrative writing abilities with an emphasis on purpose setting and narrative text structures.

All students will publish weekly interactive journals which reflect higher level thinking as well as research and reasoning strategies using text based and technology resources.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 1	B. ALL ELL, AT RISK, SPECIAL EDUCATION, GATE AND GENERAL EDUCATION STUDENTS: B.1. August to September all students will continue writing skills learning activities will be guided by data analysis staff development presented as part of opening staff retreat and monthly staff meetings presented by staff leadership. B.2. September and November and January and April all students will participate in monthly classroom assessments using ALAS progress assessments focused on prupose setting and narrative writing structures. These data will be maintained in classroom portfolios adn discussed in monthly staff development workshops. B.3. September to June all students will participate in daily formative and process writing instruction which includes both the BAWP approach and a structured format to guide student narrative writing development. The reading specialist, after school liaison teacher and at-risk resource teacher provide staff support for this effort. B.4. October to May, all students will publish weekly interactive journals which reflect higher level thinking, research and reasoning strategies using text based and technology resources and media. Classroom teachers, technlogy resources and after school teacher liaison will provide staff support. B.5. November to June all site leadership team, reading specialist and at-risk resource teachers will provide effective practices monthly staff development activities designed to enable teacher to provide all students fully intergrated reading instruction. B.6. September to June technology, Ecoliteracy, Family Literacy and afterschool programs resources will be used to contextualize and apply students' narrative writing stregies and outcomes through supplemental learning support. B.7. March and April all FEP students will participate quarterly in ALAS English, Spanish and Chinese language assessments as appropriate. Teachers will score and the leadership team will disaggregate and present data findings to guide effective teaching and	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7		

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Activities for Priority/Objective B

To continue developing each student's narrative writing abilities with an emphasis on purpose setting and narrative text structures.

All students will publish weekly interactive journals which reflect higher level thinking as well as research and reasoning strategies using text based and technology resources.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 1	B. ALL ELL, AT RISK, SPECIAL EDUCATION, GATE AND GENERAL EDUCATION STUDENTS: B.1. August to September all students will continue writing skills learning activities will be guided by data analysis staff development presented as part of opening staff retreat and monthly staff meetings presented by staff leadership.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
B 2	B.2. September and November and January and April all students will participate in monthly classroom assessments using ALAS progress assessments focused on purpose setting and narrative writing structures. These data will be maintained in classroom portfolios and discussed in monthly staff development workshops.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
B 3	B.3. September to June all students will participate in daily formative and process writing instruction which includes both the BAWP approach and a structured format to guide student narrative writing development. The reading specialist, after school liaison teacher and at-risk resource teacher provide staff support for this effort.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
B 4	B.4. October to May, all students will publish weekly interactive journals which reflect higher level thinking, research and reasoning strategies using text based and technology resources and media. Classroom teachers, technology resources and after school teacher liaison will provide staff support.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
B 1 5	B.5. November to June all site leadership team, reading specialist and at-risk resource teachers will provide effective practices monthly staff development activities designed to enable teacher to provide all students fully integrated reading instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	

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Activities for Priority/Objective C

Continue building each student's abilities in math reasoning and problem solving.

All staff will participate in daily direct math instruction which integrates math applications, reasoning, problem solving, critical thinking and dwritten applications.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
C 1	C. ALL ELL, AT RISK, SPECIAL EDUCATION, GATE AND GENERAL EDUCATION STUDENTS C1. August to September all students will participate in daily mathematics learning activities guided by the data analyses staff development activities as part of opening staff retreat and monthly staff meetings presented by staff leadership. C.2. September and November and January and April all students will participate in monthly classroom assessments using Mathlands progress tests and other supplemental text based and technology resources to monitor progress and modify teaching. Data is maintained in classroom portfolios. C.3. September to June all students will participate in daily direct mathematics instruction which integrates math applications, reasoning, problem solving, critical thinking and written applications. The reading specialist, vice principal and at-risk resource teacher provide staff support for this effort. C.4. November to June all site leadership team, reading specialist and at-risk resource teachers will provide effective practices monthly staff development activities designed to enable teacher to provide all students sully intergrated reading instruction. C.5. September to June technology, Ecoliteracy, Family Literacy, Mission Science and afterschool programs resources will be used to contextualize and apply students' math reasoning and problem solving skills development through supplemental learning support. C.6. May all third grade students will participate in the SFUSD math assessment task. C.7. March and April all FEP students will participate in STAR 9 assessments and Spanish speaking ELL students will participate in SABE assessments. C.8. October to May all students and their families will have available a variety of learning services available through Family Literacy, after school tutoring and enrichment, Student Success Team, and study skills preparation. The vice principal will coordinate these ancillary	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	

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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: Special Education

Contact Person: Dr. Lance Tagomori,

Needs Assessment	A school wide needs assessment was conducted with staff, parents and community to get feedback on the specific learning needs of students.
Program Delivery Model: (time, duration, setting, provider, organization)	Inclusion and R.S.P. students receive both individual and classroom supplemental instruction based on IEPs. All students have access to the core curriculum; services are provided and maintained through the Inclusion Teacher and RSP Teacher. All special education students will be in environments using OLE, DAP, and IRISE strategies. Deaf Education program students participate in their own classrooms and mainstream activities in grade appropriate general education classrooms.
Professional Development	Special Education Teachers, support staff and general education staff will receive ongoing staff development in reading, math reasoning and writing effective practices and inclusion strategies.
Family & Community	The "Families Building Literacy" Coordinator will provide parent literacy workshops to all interested parents at no cost.
Evaluation	Assessments will occur regularly based on IEPs and through the use of classroom portfolios and reading inventories. IEPs and SSTs will ensure that individual needs are being met.

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: Gifted & Talented

Contact Person:

Needs Assessment	
Program Delivery Model: (time, duration, setting, provider, organization)	GATE students will receive differentiated language arts instruction in their classrooms with materials matched to their abilities. Students will use authentic assessments to demonstrate their understanding of concepts. Multimedia applications will be a major tool. As well, the designated GATE resource teacher will provide activities-based research and exploration at least 3 times each week.
Professional Development	The classroom teachers will receive training in Hyperstudio, resources on the Internet, and strategies to engage GATE students. As well, all teachers will receive training in strategies to identify and address high potential students.
Family & Community	Through monthly Parent Forums, GATE parents will participate in a variety of workshops on how to promote literacy in the home.
Evaluation	Ongoing assessment will occur in the form of quarterly written assessments, reading, writing and math inventories, and individual portfolios.

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:

Needs Assessment	
Program Delivery Model: (time, duration, setting, provider, organization)	Students receive additional support from their classroom teacher, literacy specialists, technology and other supplemental services including afterschool academic and enrichment activities; one on one assistance; SST and Care Team services; support/consultation from the RSP. Modified teaching strategies include: OLE conditions; cooperative learning; DAP; as well as modifications based on multiple intelligences.
Professional Development	ALL STAFF will participate in math and language arts staff developed activities based on the PQR syllabi which involves the ALAS team from UC Berkeley and the Math Teacher Leadership Team.
Family & Community	Parents will receive, through our "Families Building Literacy" grant, workshops on how to promote math and literacy achievement at home.
Evaluation	ONgoing assessment will occur in the form of quarterly assessments in math and writing and through the use of individual portfolios (ALA) and math reasoning data based on PQR activities.

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: English Language Learners

Contact Person:

Needs Assessment	
Program Delivery Model: (time, duration, setting, provider, organization)	Students receive help in their native language (in Spanish, Chinese); extra attention from the teacher; TPR, sheltered English and other language acquisition support; one on one assistance; SST and Care Team services; support/consultation from the RSP; support for their families. Modified teaching strategies include: OLE conditions; cooperative learning; DAP; as well as modifications based on multiple intelligences.
Professional Development	Ongoing staff development will be provided on effective pedagogy for second language learners, based on ALAS and math reasoning syllabi as part of PQR activities.
Family & Community	Our Title VII Families Building Literacy Coordinator will provide workshops for parents on effective instructional programs for second language learners, as well as monthly classroom meetings.
Evaluation	Individual portfolios, quarterly math and reading assessments, LALAR, and reading inventories, and PQR guided activities that address writing and math assessment to classroom practices.

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: Title I / Pre-Kindergarten

Contact Person:

Needs Assessment	
Program Delivery Model: (time, duration, setting, provider, organization)	ELD - project based learning, based on ongoing assessments and PQR guided 3-year plan development with early writing, listening comprehension and math reasoning. PreK teachers will continue with integration and mainstreaming activities initiated during 1999-2000.
Professional Development	Ongoing articulation with kindergarten and first grade teachers, Focus on District Standards Scaffolding and integration. PQR guided assessments for math reasoning and prewriting.
Family & Community	Through our Family Building Literacy project, parents will have the opportunity to attend pre-school workshops and family literacy workshops.
Evaluation	Individual student portfolios, teacher created inventories, PQR guided assessments in pre-writing, early math reasoning and reading.