

San Francisco Unified School District
West Portal Elementary School

School Site Plan for 2000-2001

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West Portal 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	

West Portal Elementary School

School Year: 2000/2001

Vision Statement

"The object of education is to prepare the young to educate themselves throughout their lives."

Robert Hutchins

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The mission of West Portal Elementary School, a supportive, nurturing, lifelong learning community for children and adults, is to:

- Enable students to be self-directed achievers, reaching their full potential by constructing knowledge, gaining a knowledge base, and finding joy and value in learning in a rich, meaning-centered, hands-on, rigorous-curriculum, active learning environment.
- Enable students to develop character and social consciousness, creating their own vision for the future and welcoming responsibilities and challenges, using time, energy, and talents to improve the welfare of themselves and others.
- Develop in students a respect of oneself, one's cultural heritage and respect for others and their heritage, and welcome diversity as an enrichment to their lives.
- Foster a safe, cooperative, bilingual environment for learning, encouraging second language acquisition through our Chinese Immersion Program and our before school language classes.
- Empower all parents to become partners in their children's education, engaging in supportive activities which extend their children's learning, value their educational efforts, and celebrate their successes.
- Empower teachers to meet student needs through participation in a challenging, thought-provoking professional growth program that capitalizes on the rich diversity of our community and is based on current research and the best thinking about curriculum and instructional practices.

**School Priorities for
West Portal Elementary School**

School Year 2000/2001

School Priority	Measurable Objective	Specific Measurements
A <i>To improve reading achievement of all students with special attention to ELL, quartile 1, 2, 4 students and special education students.</i>	All students will gain at least one year's growth. Performance of ELL students will increase an average 3 points to 51 NCE. Students in quartile 1 will increase 5 or more points to 42 NCE. Students in quartile 2 will increase a minimum 3 points to 50 NCE. Quartile 4 students will increase 7 points to 80 NCE. Special education students will at least maintain the average 53 NCE 2000 scores.	Standardized test scores, student observations, anecdotal records, rubrics, interviews, reading logs, running records, portfolios, self-evaluation reflections and other authentic assessment measures.
B <i>To improve mathematics achievement for all students, with special attention to quartile one students. To maintain achievement growth for L, ELL, Special Education, and quartile 1,2,3, and 4.</i>	Performance of AA students will increase 8 points from an average 42 NCE to 50 NCE in mathematics. ELL students will maintain an average of 65 NCE. Students in quartile one will increase 10 points in mathematics, from an average 37 NCE to 47 NCE. Quartile two students will make at least one year growth and maintain their average to 50 NCE. Special Education students will make at least one year gain, maintaining their average growth to 53 NCE. Quartile three students will increase 9 points from an average 61 NCE to 70 NCE. Quartile four students will maintain the average 78 NCE '99 scores.	
C <i>To engage the school community in setting high standards and expectations for all students, and in supporting the students to achieve them.</i>	Parent involvement and volunteer participation in school activities will increase from 50% to 70% to support student learning	

West Portal Elementary School
Activities for Priority/Objective A

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All

To improve reading achievement of all students with special attention to ELL, quartile 1, 2, 4 students and special education students.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 1	The principal attends the Excel Training and the Test Awareness Training provided by the District Testing and Evaluation Office and uses the information with staff to improve knowledge and skills on how to use data to improve the instructional program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Professional Development Workshop - Improved skills on Test	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Principal / Teachers
A 2	Teachers use data reports and classroom assessments to identify students who are achieving in the lowest quartile and in the "below average" band of the content clusters. They are aware of those students identified as ELL and students in quartile 2 and 4. Grade level meetings will be held to share strategies to meet the needs of the different learners.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Improved knowledge of students needs and strengths.	<input checked="" type="checkbox"/> <input 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	Teachers Support Staff Principal
A 3	The principal, as the focus for evaluation, will select Teaching Standard 1: Engaging and Supporting All students in Learning: Teachers build on students' prior knowledge, life experiences, and interests to engage all students as the focus for evaluation. Teachers encourage and value all students' voices and perspectives. Teachers use a variety of instructional strategies and resources that respond to diverse needs of all students. Element 2 specifically states that teachers "Use a variety of instructional strategies to respond to students' diverse needs." The principal provides training for the teachers on the use of the Teaching Standards.	<input 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	Increased knowledge of Teaching Standards and application of different strategies.	<input checked="" type="checkbox"/> <input 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	entire staff
A 4	A team of teachers with the principal plan the Professional Growth for the year based on staff input. One focus of the Professional Growth plan is grade level meetings and teachers as resources. Teachers meet in grade level teams. K/1, 2/3, and 4/5 to align grade level curriculum offerings with the reading content standards. Examples for the reading standards are determined and printed for each grade level team.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Teachers use appropriate strategies aligned with the language arts performance and content standards.	<input checked="" type="checkbox"/> <input 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	entire staff
A 5	A collaboration of General Education & Special Education Staff provides in-service training on use of the SST process to promote student achievement. The staff is given a needs assessment to determine areas of focus for monthly grade level meeting. Successful intervention strategies are shared and publicized.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	List of Strategies - Implementation of strategies	<input checked="" type="checkbox"/> <input 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	entire staff
A 6	The Literacy Specialist attends the district-provided training on the SAT 9 testing. She in-services the staff on testing elements, test practice, and test awareness. She provides test practice materials for teachers to use with their students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Increased staff knowledge of SAT 9	<input checked="" type="checkbox"/> <input 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	Literacy Specialist / Teaching Staff

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

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Activities for Priority/Objective A

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To improve reading achievement of all students with special attention to ELL, quartile 1, 2, 4 students and special education students.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 7	The entire school community participates in the PQR process to define school improvement strategies. (See Guide and Criteria for Program Quality Review , California Department of Education, 1998 for details.) This process emphasizes data analysis as evidence of school's strengths and weaknesses and the students' performance, using standards as a way of defining goals, sampling student work in relation to standards, supporting teachers' work in the classroom, and developing and implementing a comprehensive school improvement plan based on the findings of the PQR. Those students needing additional practice meeting grade level standards can participate in Summer School - private and community provided services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	A comprehensive school improvement plan will be developed. The improvement strategies will increase teacher skills and increase academic growth for all students.	<input checked="" type="checkbox"/> <input 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	entire staff
A 8	All students, in order to improve vocabulary, participate in field trips which provide a common focus for students. These field and study trips integrate social studies, science, music, reading, fine arts, and language arts and are a basis for common experiences for writing activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Field trips extend learning opportunities across the curriculum.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Students
A 9	Students participate in the annual Academic Fair, either as presenters, observers, or both. Students have the opportunity to demonstrate completed projects. Demonstrations are multidisciplinary, including class, individual, and partner-written books.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students are motivated to present their work and/or learn from their peers' displays.	<input checked="" 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	Literacy Specialist / Staff / Students
A 10	All students, in order to improve reading comprehension, participate in SSR and D.E.A.R time in the classroom and at home through a daily homework policy which includes a student/parent reading log. Daily journal writing occurs in each classroom. (A parent donated a daily writing journal for each student, K-5, with the West Portal logo on the journal cover.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Improved reading comprehension and motivation to read at school and at home.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Teachers, parents, students
A 11	All students' differing learning styles are addressed through the use of various learning modalities including: books, worksheets, hands-on activities, slides, films, microphones, computers, overhead transparencies, large group presentations, collaboration, multiple intelligences, music, and field trips. Parents, district and state funds provide for the activities and materials.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Activities promote children learning through their strengths and teachers teaching to strengths.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	entire staff / students

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

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To improve reading achievement of all students with special attention to ELL, quartile 1, 2, 4 students and special education students.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 12	Poets in the School is provided through our district arts grant to further promote language arts development. Childrens' poems are "published" and prominently displayed and shared with peers and family. An aide displays "theme" bulletin boards which promote literacy. Our artist-in-residence, K-2 classes, incorporates themes and writing through her visual arts program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Creative and expressive writing skills are developed through poetry writing. Art supports literacy learning.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff / Students / Artist-in-Residence
A 13	As part of the Language Development program, the school presents a Spring Musical in which all students may choose to participate. The Parents Club provides funding for materials and costumes. Prior to the Musical, a teacher is released for five days funded under SBCP to help plan and direct the Musical. She works with students in chorus, dance and script writing and develops the Musical with them. The final production is a culmination of student collaboration with the teacher director.	<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 14	Efforts are made to improve the library as a "literacy place". All children can take library books home. A better check-out system is designed for K-1 children so they have easier access to the books. Intermediate students, in order to improve their reading comprehension and research skills, participate in research programs coordinated with their library and technology programs, assisted by the CTIS, and aide, and classroom teachers. The library computers are integral part of the language arts program. The aide and CTIS work with students with the Scholastic software and other programs. Story writing and publishing are major components of the K-3 technology's program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students are motivated to spend time in the library and to take books home to read.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Aide
A 15	The Literacy Specialist is an integral part of implementing a high quality program for the EDY and ELL students, coordinating services, purchasing materials, and recruiting volunteers. The LS inservices and coordinates the schedules of the instructional aides to provide classroom support for the targeted population.	<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	Auxillary staff and additional funding will improve academic support for all students.	<input type="checkbox"/> <input 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	Literacy Specialist

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All

To improve reading achievement of all students with special attention to ELL, quartile 1, 2, 4 students and special education students.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 16	The Elementary Student Advisor is an integral part of increasing academic performance for the targeted group. She communicates her role to staff and makes available referral forms for her program and the SST. (She is secretary to the SST) The Elementary Advisor makes home contacts as needed and provides intervention activities to assist youngsters in adjusting to the school environment. The Elementary Advisor monitors daily the targeted population for attendance, tardiness, and homework and classwork completion, and serves as a mentor to our AA students. She communicates to the principal when additional intervention is needed. She tutors AA students who need additional support. She provides feedback to the classroom teacher and implements a reward system for effort and accomplishments. The Elementary Advisor meets the morning buses to make sure students eat, order lunch and are prepared for classroom work. She monitors the bus ride and frequently takes the bus to prevent bus problems and ensure children are ready for school.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Targeted students have improved academic gains.	<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	Elementary Student Advisor / Principal
A 17	The Literacy Specialist works with teachers to support identified students (ELL) to support academic achievement in school through the effective use of appropriate techniques and strategies in completing learning tasks. The district adopted Hampton Brown ELL series is the basis for instruction for ELL students. The Literacy Specialist implements and monitors the redesignation process for ELL students.	<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	ELL and targeted students have improved academic gains.	<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"/> 1 2 3 4 5 6 7	Literacy Specialist, Classroom Teachers, Parent funded Aide
A 18	The SST meets each Thursday. Attending are the Elementary Advisor, School Psychologist, Principal, RSP, child's general ed. teacher, child's parent and a general ed. teacher representative. The SST draws upon many resources to assist students. The SST is designed to support students in a variety of ways through a multidisciplinary team effort.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	SST Team

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West Portal Elementary School
Activities for Priority/Objective A

876
 All

To improve reading achievement of all students with special attention to ELL, quartile 1, 2, 4 students and special education students.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 19	All GATE students, in order to expand and extend their thinking skills, participate in at least 250 minutes weekly of differentiated instruction with opportunities for clustering in homogenous groups. Strategies designed by the classroom teachers to encourage and support multiple-intelligences are implemented. Themes and project-based learning support differentiated instruction. Teachers compact the curriculum. Programs are designed to challenge the GATE youngster in an experiential, dynamic and joyful exploration of active learning in a hands-on, minds-on approach, utilizing the strengths of the participating teachers. The technology resource teacher provides technology training for students to use technology to access, organize, analyze, and present information. A 4/5 classroom teacher is our GATE coordinator and facilitates GATE curriculum meetings. All 4th and 5th grade teachers participate in in-service training on differentiating instruction. Specialized materials are used: Interact, AIMS, DWoK Extension Activities, and Simulated Software. The GATE staff coordinator inservices teachers on GATE identification procedures and characteristics of GATE students. There is a concerted effort to identify under- represented groups, particularly those youngsters in the consent decree targeted population.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	All students are given opportunities to expand their thinking skills. GATE students are challenged and motivated to extend learning through project-based learning and differentiated curriculum.	<input checked="" 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	GATE Team
A 20	Special needs students are supported by categorical programs which are designed to ensure their success in the core curriculum. The Inclusion Support Teacher, the RSP, Special Education Paraprofessionals, Speech and Language Therapist and other support staff work with the general education teachers to meet the literacy goals through adaptation and accommodated assignments and support strategies, including technology adaptations. A team approach implements activities to meet the IEP goals. (All identified special education students are included in the general education classroom more than 50% of each day.)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Special needs students receive the support needed to succeed academically.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Special Education Team / Entire staff

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West Portal Elementary School
Activities for Priority/Objective A

876
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To improve reading achievement of all students with special attention to ELL, quartile 1, 2, 4 students and special education students.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 21	Professional development activities : The principal attends Leadership Connection sessions to develop skills in implementing school-wide reform for enhancing language arts and math development. The principal attends regularly scheduled Curriculum Administration workshops in promoting literacy. As a BASRC member, our teachers are invited and attend professional growth conferences provided through BASRC. Our CTIS attends district-provided workshops in technology to support language arts and math learning. He shares learned strategies with staff and students. Intermediate teachers attend district-provided GATE workshops to enhance academic instruction for GATE students. Grade-level released days are provided (when substitutes can be secured) for scholastic training, Wright Group, and sharing - (coordinated by the Literacy Specialist) to promote academic success. Teachers meet on own time in grade-level meetings to share ideas and time is available at faculty meetings for grade level and cross grade level meetings. The 4th grade teachers meet with the principal to share strategies to increase achievement on the IWA. Teachers self-select to attend after-school and weekend courses for professional growth, including IWA training. Two site BTSA teachers provide on-site training for new teachers. They assist in leveling classroom libraries and developing strategies for managing a quality language arts and math programs. The school community plans for the three scheduled professional development days as governed by our needs and the PQR process. Professional development addresses effective strategies for accommodations and adaptations across the curriculum areas in order to meet the needs of all students, and to ensure access to the core curriculum for special needs students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Teachers continuously learn new strategies to better their programs for their students.	<input checked="" type="checkbox"/> <input 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	entire staff

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

West Portal Elementary School
Activities for Priority/Objective A

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All

To improve reading achievement of all students with special attention to ELL, quartile 1, 2, 4 students and special education students.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 22	Assessment activities include ongoing evaluation of all students. Staff uses such tools as Scholastic Assessment materials, observation, student portfolios, records of daily activities, authentic assessment, student/teacher/parent conferences, grade level rubrics, and student attendance. Teachers and support staff continue to improve authentic assessment strategies. Teachers use forms in the K-5 Standards binders to assist in assessment and evaluation and to monitor student programs and program effectiveness. Portfolios may include reports, pictures, drawings, video and audio recordings, projects, samples of daily class work and homework, stories, research, records of demonstrations, and checklists of skills and content attainment. Teachers regularly self-reflect on their classroom programs in order to make changes and improve course offerings. The principal in-services staff on test preparedness and test practice in order to increase students skills in standardized test-taking. The Literacy Specialist presents additional training on the district ESL Hampton Brown series. Teachers and students use test practice and test taking preparation materials. The principal monitors the language arts programs through regular visitations and monitoring of classrooms. Generic and specific feedback of observations are presented during faculty meetings and in staff bulletins. The principal collects all 4th grade students' weekly compositions and meets with classes bimonthly to discuss progress with students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	A variety of assessment tools help teachers adapt/change the curriculum to foster students' academic growth.	<input checked="" type="checkbox"/> <input 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	entire staff
A 23	All students participate in computer tech program to assist them in achieving success in language arts and math. The CTIS and aide work with students as scheduled by the classroom teacher. Computers/printers and software are purchased by the parents club in collaboration with the classroom teachers.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will improve on standardized test and show at least one year's gain .	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	CTIS and Literacy Specialist
A 24	Intermediate students, in order to improve their reading comprehension and research skills, participate in research programs coordinated with their library and technology programs, assisted by the CTIS, an aide, and classroom teachers. The library computers are an integral part of the language arts program. The aide and CTIS work with students with the Scholastic software and other programs. Story writing and publishing are major components of the K-3 technology's program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students learn to search the Internet and other reference materials to improve comprehension and research skills. Technology program at all grade levels fosters language arts development and enhances computer skills.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Technology

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Activities for Priority/Objective B

All

To improve mathematics achievement for all students, with special attention to quartile one students. To maintain achievement growth for L, ELL, Special Education, and quartile 1,2,3, and 4.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 1	All teachers support mathematical development for all students through the following activities: A problem of the day or week is used to improve problem solving skills and writing abilities in math in grades 1-5. Informal math assessments are administered at the beginning of the school year to determine skill gaps. Students receive small group instruction to address skill needs. (Teachers, paras, support staff, volunteer, peer tutoring.) All students are assessed for identification of specific skill mastery and deficiencies in the areas of math concepts, applications, and computations. Assessment materials are available in Mathlands and Math Steps programs. Staff analyzes student achievement in subcategories, problem solving, statistics, etc., and uses this information to plan future lessons. Teachers and students use the supplementary Math Steps Program to complement the Mathland program. The teacher provides explicit teaching of mathematical problem-solving strategies and strategies to help students monitor their own work. They provide students with opportunities to practice in situations that allow them to solve novel or real life problems. (Marilyn Burns lessons are used in many classrooms.) Learning time is extended for mathematics by using appropriate and relevant weekly homework assignments. (Math Tune-ups, Part II)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Improved mathematics achievement for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Students
B 2	Students have opportunities for project-based learning of mathematics. They experience educational technologies as mathematical problem-solving tools (computers and calculators) and other appropriate tools and materials for problem solving.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Project-based learning and the use of problem-solving tools and software improve mathematical skills.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Students
B 3	Teachers use multiple representations of mathematical ideas and operations (including graphic displays and manipulatives) to help students grasp the concepts behind symbols and operations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Different learning styles are accommodated through the use of multiple representations of ideas and concepts.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Students

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

West Portal Elementary School

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Activities for Priority/Objective B

All

To improve mathematics achievement for all students, with special attention to quartile one students. To maintain achievement growth for L, ELL, Special Education, and quartile 1,2,3, and 4.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 4	Teachers, Leadership Team, and support staff facilitate and coordinate the improvement of the math program as defined by the PQR improvement plan and help align the math curriculum with the state/district standards, instruction, and assessment. This process involves parents as partners and includes making sure parents have information regarding mathematical goals, content standards, and assessment results. Any district-mandated test awareness training will be attended by a West Portal staff representative.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Teachers use appropriate strategies in teaching math aligned with standards.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	entire staff
B 5	Targeted students, including students with IEPs, use manipulatives to transition from the concrete to the abstract in math. They are given time needed to develop concepts and basic facts, utilizing a multisensory approach. Provisions are made to support students who need additional strategies to meet grade-level content and performance standards. Adaptations and accommodations are used so that students have access to the core curriculum. All identified special education students are included in the general education program more than 50% of each day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Targeted students receive support in order to make mathematical gains.	<input checked="" 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	staff
B 6	GATE students have opportunities to demonstrate their thinking about math problems and communicate their ideas to others by preparing and teaching lessons using a project-based format. Technology is encouraged for presentation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	GATE-identified students as well as general ed. students learn and teach each other through project-based learning.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	GATE/staff
B 7	Professional development includes the following: Time is allotted at faculty meetings for professional development. Professional development time is dedicated to math training for the entire school community. A focus for some of the professional development is training teachers on strategies to use writing skills necessary for communicating in mathematics, communicating about their observations, and communicating in math journals and for their portfolios. A district support are available to provide staff training in problem solving. Professional development addresses effective strategies for accommodations and adaptations across the curriculum areas in order to meet the needs of all students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Teachers continuously learn new strategies to better their programs for their students. Improved math instruction and learning.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	entire staff

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Activities for Priority/Objective B

To improve mathematics achievement for all students, with special attention to quartile one students. To maintain achievement growth for L, ELL, Special Education, and quartile 1,2,3, and 4.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 8	In addition to the ongoing assessment tools provided in Mathlands and Math Steps, practice test materials are used for test preparedness. Students are given feedback regarding their mathematical performance. Assessment includes third grade district assessment. Students explain mathematical thinking in a self-assessment process.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Assessment strategies help teachers monitor and adapt the math program to meet students' math needs.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Students
B 9	Special needs students are supported by categorical programs which are designed to ensure their success in the core curriculum. The Inclusion Support Teacher, the RSP, Special Education Paraprofessional, Speech and Language Therapist and other support staff work with the general education teachers to meet the math goals through adaptation and accommodated assignments and support strategies. (All identified special education students are included in the general education classroom more than 50% of each day.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Special needs students receive the support needed to succeed academically.	<input checked="" 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	Special Education

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West Portal Elementary School
Activities for Priority/Objective C

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All

To engage the school community in setting high standards and expectations for all students, and in supporting the students to achieve them.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
C 1	Elections are held to elect representatives to SSC, SAC, and BAC according to state guidelines. The school councils determine the planning, implementing and evaluating of the SBCP. Modifications to the program are made as necessary using surveys at our bi-quarterly SSC meetings. The Literacy Specialist provides the necessary training on the legal requirements and functions of the committee. The School Site Council voted to be school based at its 10/00 meeting. The BAC voted to relinquish responsibilities to SSC at the 10/00 meeting of the BAC.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Establishment of site councils to plan, implement and evaluate state programs.	<input type="checkbox"/> <input 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	Literacy Specialist
C 2	Parent and staff surveys are used to provide input into the site plan. Informational materials are distributed to staff and the Parent Club executive board. All interested people are given the opportunity to assist in preparing the plan. The staff meets with members of SSC/BAC in preparing site plan. The SSC also plans, monitors, and implements the parent involvement program. The aide works closely with parent organizations and the SSC to assist in this task. The staff compiles data from parent surveys for inclusion in the final version of the site plan. The final version includes the vision for the SBCP program as follows: The SBCP strengthens the core academic program and ensures that students have access to and succeed in the program. Revisions and modifications to the site plan are determined by the SSC/SAC. SSC meetings are convened by the chairperson who is assisted by the aide and the Literacy Specialist.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Establishment and development of school site plan.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Parents
C 3	The Literacy Specialist and Aide are resources to the members of the school's elected committees. The Aide acts as secretary, notifying members of meetings, posting announcements, and distributing agendas and minutes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Information about the program is communicated to the school community on a regular basis.	<input type="checkbox"/> <input 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	Literacy Specialist/Aide/Committee Representative
C 4	Evaluation of the site plan occurs several times throughout the school year. After review of the plan at the Fall meeting, members are asked to visit classrooms and programs to see the plan in action. SSC members must visit the school at least once in the fall and once in the spring. After each visit, members are to complete checklist and make comments to be discussed at the Spring meeting in preparation for next site plan. Ongoing discussion and evaluation of the program take place at the quarterly SSC meeting or when scheduled by the Chairperson.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6		<input checked="" type="checkbox"/> <input 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	

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West Portal Elementary School
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Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
C 5	Modifications and changes to the budget will be made at the quarterly scheduled meeting of the SSC. However, the SSC Chairperson will also convene a meeting if budget modifications need to be made immediately.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6		<input checked="" type="checkbox"/> <input 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	
C 6	The school plan and any modifications to the plan are recommended by the school site council at the quarterly meeting or as scheduled by the SSC Chairperson. The SSC recommend changes to the district governing board for approval.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6		<input checked="" type="checkbox"/> <input 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	
C 7	School Improvement: Ongoing evaluation of the site educational program includes quarterly visits from SSC members, grade level discussions at the second faculty meeting of the month, weekly visits from the TSA from the Language Academy and semester visits from Associate Superintendent of Elementary Operations. Recommendations are presented at the SSC and faculty meetings.	<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	
C 8	Parent involvement is critical to the success of our programs. Strategies to involve parents include: Information/Orientation meeting for all new parents, Back to School night, Volunteer Recruitment Program from the SF School Volunteer, Parents Club Volunteer Signup and Survey, Classroom teachers recruitment, and personal contact by the SSC members and Literacy Specialist.	<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	
C 9	The SSC reviews the school plan and establishes a new budget twice a year. Preliminary Spring Planning meeting and the Final Fall Planning meeting. Modifications and other changes in the plan are be made at this time as needed.	<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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Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
C 10	The structure of the Parent Organizations is designed to increase Parent Involvement. Room representatives work with teachers and the liaison with all parents from the room. The room representatives work toward curriculum involvement as well as volunteer recruitment and fund raisers. A welcome back letter is sent to all parents in August, emphasizing the importance of home/school cooperation, and encouraging parent participation in school events. Members of the school community are invited to be on the West Portal Executive Board, the Chinese Immersion Curriculum Committee, and the Inclusion Support Committee to create and organize community building activities. All parent activities are documented. A meeting is held with Parent Club officers to plan the Parent Involvement Program. Parents and staff create and organize community building activities for the school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Parents are informed and encouraged to participate in school activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Parents
C 11	The Parent Club fosters a sense of community, actively encouraging on-site participation. A volunteer data base is established for active parent involvement in all school functions. The SF School Volunteers provide community volunteers for our school. Active recruitment efforts are made by the principal, parent volunteer coordinator, parent liaison, teachers, and support staff for parent and community volunteers and representatives on district committees. A School Parent Representative is selected to serve on our site GATE committee and to liaison with the District. The staff establishes a volunteer sign-in book to document parent participation in the school. Classroom records are kept of attendance at Back to School, Open House, family activities, and Parent Conferences. The parents initiated the noontime game room, after school homework club, Family Night at the Jungle, and Family Science Night with the Exploratorium.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Volunteers are recruited from the community to support school activities. Volunteer support increases.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Parents
C 12	The aide, principal, teachers, and support staff help parents understand the importance of involvement in the school program. Efforts are made to recruit parent and community volunteers for yard activities. The parent club hires an additional staff person to monitor yard activities. Parent Club fundraising events provide materials and resources to support the learning program for all students. The fall fundraiser asks parents to support the West Portal Education Fund and the spring fundraiser is a school-wide participation in the spring festival and parade.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	There is additional help for yard activities and community activities.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Parents

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Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
C 13	Parent Club activities promote parent education through sponsoring evening workshops, literacy and test awareness. The Parent Club sponsors the "Birthday Book Club" - adding books to our library collection. Each Spring, the Parent Club hosts a Book Fair - one week and one evening. Parents are encouraged to attend with their children.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Increased number of parents attend parent meetings and special events.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Parent Club, Staff
C 14	The Chinese Immersion Curriculum Committee is a sub committee of the West Portal Parent Club. It advocates for language learning, promoting cultural activities and promotes communication about the CIP. Classroom reps facilitate communication. The Chinese Immersion Curriculum Committee implements and monitors the Chinese Language Lending Library to help parents support language and literacy learning at home.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Chinese Immersion Curriculum Committee implement and monitor the library and literacy.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Parent Club, Staff
C 15	There is a kinder orientation held each spring. An Orientation Coffee is held on the first day of school. On the first Friday evening, a welcome potluck provides an opportunity for new families to meet. Monthly Parent Club meetings feature topics selected from parent suggestions. A staff meeting is held to discuss the objectives, purpose, and plans for BACK TO SCHOOL NIGHT which is held in mid-September. The Spring Open House features students as hosts. School discipline and homework policies are sent home; parents respond by returning tear-off.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Increased number of parents participate in school orientation activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Parents
C 16	A letter is sent from the staff to all parents emphasizing the importance of parent support for learning and inviting them to participate in school programs. "Message Folders" are sent home weekly to communicate school programs and inform parents of school activities in which they can participate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Weekly communication between home and school provide information about school activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Parents
C 17	The CTIS coordinates the West Portal quarterly Newspaper featuring students' writing and a parent page. Monthly school calendars sent home list all school events, including Parent meetings, field trips, assemblies, environmental programs, etc. Vacations, Parent/Teacher conferences, and testing dates are sent in a timely manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Parents are kept informed of all school activities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	CTIS, Principal, Secretary

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Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
C 18	Weekly SST meetings discuss intervention methods to assist individual students (Members of the SST include the principal, Elementary Advisor, RSP, School Psychologist, parent(s), classroom teacher, and sometimes the student.) The SST proposes strategies to improve school attendance. The Elementary Advisor is recorder for the SST.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School attendance will continue to be at least 95% or above through efforts of school staff.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	SST Team
C 19	The principal reviews all report cards before they go home. Teachers encourage all parents to attend the November and April Parent/Teacher conferences. Notices are sent home early so parents are prepared. Several reminders are sent. Staff is available for translating and interpreting in Chinese and Vietnamese.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Parents are better prepared for parent conferences with the help of staff.	<input checked="" 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	Staff / Parents / Principal
C 20	Parents and staff serve on the Facilities Committee to monitor physical needs and make recommendations for improvement. Principal meets monthly with the school site building and grounds committee to review and evaluate condition of the building and the school's maintenance needs. School site building and grounds committee assists in organizing clean-up days. The building and grounds committee liaisons with central office Facilities. The principal meets with noon-time monitors to plan strategies to assist students in caring for their school. Parents and staff serve on the Facilities Committee to monitor physical needs and make recommendations for improvement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School grounds and facilities are maintained in a neat and orderly way.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Parents
C 21	An instructional paraprofessional documents parent involvement events and school activities through displays in the hall adjoining the office. She constructs photo displays of children participating in school activities. These photo features are displayed in our halls and classrooms. Art inservice sessions are given by staff and paraprofessional. School bulletin boards are assigned to classes on monthly basis. Efforts are made to increase "ownership" of the school community in the appearance of the campus. The school maintains a pictorial display of activities on poster boards to be available for community events and school orientation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School is	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" 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: Educationally Disadvantaged Youth

Contact Person: Golton,Diane C.

Needs Assessment	EDY students are identified by district assesment using the STAR or the Brigance.
Program Delivery Model: (time, duration, setting, provider, organization)	Educationally Disadvantaged (Students not meeting standards): All students identified with a need for assistance in developing basic reading/writing proficiency and skills receive support from San Francisco's volunteers and parents as supervised by teachers.
Professional Development	Staff attends workshops and conferences to develop strategies and skills to improve learning for the EDY students. The CIPD provides learning, opportunities for staff to attend workshops. Staff has also attended Literacy workshops (Wright) and Math conferences (SFMTA, CMC) to improve skills to support classroom program. Staff also attend state and national conferences for professional growth and networking.
Family & Community	The District Advisory Council meets on a regular basis to provide community outreach and information about programs and activities for EDY students. As members of the DCA, we also send a representative to the meeting and who bring back information to our parents about District and State programs. Parent education is an important component of the school . The Parents Club in conjunction with the District provides parents with input in the planning of programs for their children.
Evaluation	Identified students are assessed on a regular ongoing basis by the classroom teacher and Literacy Specialist using the Scholastic materials or Mathland. The SSC monitors the site program for effectiveness and accountability.

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: Hansell, John Elliott

Needs Assessment	GATE parents and staff meet on a regular basis to update and assess programs for GATE students. They meet to ensure a curriculum that is challenging and appropriate for identified students. All GATE students are identified by the GATE District Assessment Program. Parent observation and teacher recommendation, report cards are also considered.
Program Delivery Model: (time, duration, setting, provider, organization)	Gifted and Talented/ High Potential: GATE students have access beyond the core curriculum through differentiated instruction which challenges their growth in cognitive, creative, and affective domains in an authentic learning environment. A variety of activities, enrichment thematic units, and special projects provide opportunities for GATE students to nurture intellectual curiosity, promote higher-order understanding, divergent thinking, independence, creative thinking and develop leadership.
Professional Development	Staff attends workshop / conferences to develop strategies and skills to improve learning for GATE students. Staff also attend conferences sponsored by the California GATE council as well as by the District.
Family & Community	Parents and staff work together to promote outreach to the community regarding GATE programs and activities. Our school belongs to the GATE Council and they meet on a monthly basis to discuss and share concerns about the program.
Evaluation	GATE students receive ongoing evaluation in the classroom by the teacher. Additional support from the District office is also provided as needed.

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: Bieringer, Mary Jane

Needs Assessment	Teachers provide curriculum and program identified tin the SST to meet the needs of the Special Ed students.
Program Delivery Model: (time, duration, setting, provider, organization)	Every identified special education student has access to the core curriculum, as adapted and modified, as needed, to meet the individualized goals and objectives of his or her IEP. Resource Specialist students receive assistance from the RSP teacher and / or aide as part of the total program plan designed in the students IEP.
Professional Development	Staff attends workshops / conferences to develop strategies and skills to improve learning for special education students. Extended hours / day for staff will be used to support learning. District staff development and workshops are promoted to support professional growth.
Family & Community	Parents and staff are involved in outreach to the community regarding the special education program at the school. The inclusion teacher and the site staff have planned and implemented a special education staff development day to inform and assist parents and staff in understanding the program.
Evaluation	SST and parents meet on a regular basis to update and assess the IEP and to ensure access to curriculum for all identified students.

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: Golton,Diane C.

Needs Assessment	All ELL students are assessed on a regular basis using the LALAR and the Student Portfolio.
Program Delivery Model: (time, duration, setting, provider, organization)	Limited English Proficient: All LEP students are provided instructional services in Chinese Immersion Program and English Language Development classes. Chinese Immersion and ELD teachers are fully certificated/ trained in primary language instruction and ELD methodology respectively. Paraprofessionals provide bilingual support in the immersion classes and supplemental instructional support to LEP students in their transition from Limited to fluent English speaking.
Professional Development	Staff attends workshops and conferences to develop strategies and skills to improve learning for the ELL students. The Language Academy (District) provides an ongoing program of classes and workshops designed to support the teacher. Teachers also attend state and national conferences for professional growth and networking.
Family & Community	The District Bilingual Advisory Committee meets on a regular basis to provide community outreach and information about programs and activities for parents of ELL. The school sends a representative to the meetings who brings back information to the SSC about District and State curriculum and programs with the school community.
Evaluation	The Literacy Specialist, the ELD teacher and the ELL paraprofessional plan and implement program for the students. All eligible students take the Star 9 in April as part of the District Assessment Program. The SSC monitors the site program for effectiveness and accountability.