

DRAFT

San Francisco Unified School District

Alvarado Elementary School

School Site Plan for 2001-2002

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Alvarado Elementary School

School Year: 2001/2002

Vision Statement

STATEMENT OF ALVARADO SCHOOL VISION

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

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

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

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

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

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

A desire to learn...

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

Study skills...

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

Different ways of knowing and

An appreciation of the arts...

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

* We will treat each child with dignity and respect

- All members of the community will learn to show mutual respect (adult to child, child to child, child to adult, adult to adult)
- Our campus will be safe from name-calling, fighting, with fair and safe play
- We will respect the whole child and their world outside of school
- We will show respect for different languages, different ways of knowing, different interests, needs and abilities
- We will teach our children to respect property, the school's, the community's and each other's.

Alvarado Elementary School

School Year: 2001/2002

Vision Statement

Action Plan Overview
Alvarado Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
<p>I. Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.</p>	<p>Improve performance to meet standards based curriculum for reading comprehension and math concepts for the site. By analyzing the data from SAT9, identify students in quintile 1 and quintile 2 and other low achieving students to inform year long lesson planning, especially for targeted groups. (AA, L, ELL). Ensure that all students have materials, texts necessary to access all areas of the curriculum. Improve the 4th grade. IWA scores with 70% pass rate. Identify strategies to provide opportunities for success for targeted populations--differentiated instruction training on site or within District.</p>	<p>Move 16 students from below average to average in reading and in math. Move 8 students from average to above average. Teachers to collaborate on the necessary materials, texts needed. Make requests for purchases after grade level meetings. Have monthly writing themes for students in 2nd through 5th grade to complete. Teachers participate in monthly staff development in technology, science, and math to strengthen strategies for teaching targeted groups.</p>	<p>Teachers will do a running record at beginning, middle, and end of year to ascertain growth in reading and math. End of the year SAT9 scores in reading comprehension and math concepts will be another indicator of attainment of goal. Materials are equitably distributed throughout the classrooms. Have teachers meet to determine rubrics during each month to assess writing abilities. Teachers evaluate progress in through the integration of technology, science, reading, writing, and math.</p>

Action Plan Overview
Alvarado Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
<p>II. Academic Achievement: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.</p>	<p>All students will complete the standards-based Core Curriculum for science, math and technology for the required number of instructional minutes and demonstrate progress using pre-post assessments for selected units of study.</p> <p>Planning for instruction: grade level teachers will use USP developed pre, post and ongoing assessments to demonstrate achievement of standards.</p> <p>Professional Development planned by USP leaders and staff. 60 hours of professional development during the year by participating in: One district wide buyback day, monthly grade level meetings to examine student work, science content courses offered by SFUSD or partner institutions, and District, state and national conferences.</p> <p>Evaluation: Leadership team will meet monthly. Teachers will meet regularly in grade level groups to evaluate student progress towards grade level content and inquiry, problem solving and technology standards.</p>	<p>Teachers will have all grade level science, math units and technology will be provided in the lab with small centers in the classroom to support core curriculum.</p> <p>Year long grade level science schedules based on selected units aligned to standards, as well as enrichment, GATE science schedules for grade level in science lab for all students</p> <p>Agenda of USP leaders meetings and minutes and minutes of grade level meetings with teachers present on the minutes.</p> <p>Teachers will meet regularly to review and revise overall instructional program.</p>	<p>Science units will be stored in specific classrooms. All math units will be in each classroom. Technology curriculum will be collaborative integration of core curriculum with grade level teachers.</p> <p>Schedule of grade level meetings, samples of student work, effective strategies to reach targeted students, additional instructional materials to be used with targeted students</p> <p>Agenda and sign-in sheets for buyback days, documentation of courses/workshops completed, documentation of conferences attended.</p> <p>List of low performing students based on school data. Additional strategies to improve performance of low performing students.</p>

Action Plan Overview
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Priority Area	Objectives	Measures	Major Benchmarks
III. Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations (PQR/WASC, Compliance (CCR), whole school reform models, schoolwide programs, school-based curricular, instructional, or programmatic improvements.	Reading Recovery teachers work with students identified to be at risk of not learning to read in first grade, work with groups of lowest students, model, coach and encourage classroom teachers in first grade to make sure there is a balanced reading/writing program in place. Reading Recovery teachers do staff development to make sure all teachers are competent in doing running records and know strategies necessary for fluent readers/writers.	To increase achievement of lowest achieving children to average and average achieving children to high achieving.	Movement from one group to another should be fluid. Assessment through running records to ascertain growth.
	Match third grade students who have not achieved fluency in reading and writing with America Reads tutors and match other children with individual tutoring or small group instruction with teachers, SFSV and parent volunteers.	To increase fluency in reading and writing.	By end of the year, there will be more than a year's growth in reading and writing.
	The PQR area of focus will be reading and math which will help us refine and reflect on what is working and what needs improvement.	To increase fluency in reading and math.	By end of the year, there will be more than a year's growth in reading and math.
	To have a proactive Student Success Team to match resources to the needs of these students.	To support students through interventions to enable academic achievement.	To have periodic follow up meetings to be sure that progress is being made or to implement other interventions.

Action Plan Overview
Alvarado Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.	To establish a comprehensive disaster plan, continue the reaching out to parent and volunteer community by counselor, provide visual and performing arts in the school.	A working/operative Alvarado Disaster Plan and at least one safety related assembly per year, increase in numbers of parents and volunteers each year, multicultural assemblies and art to access diverse modalities of student learners.	Amount of time it takes to clear the building monthly for fire drills and twice a year for earthquake drills, an active group of volunteers helping with tutoring one to one, in small groups or whole class, diverse arts to access the multiple intelligences of students.
	To teach students general gun safety, peer pressure, gang safety among the 3rd, 4th and 5th graders and to teach K/1/2 students about 911, crossing stress safely, how to think in a crises.	Peaceful Streets is scheduled into the 3rd, 4th, and 5th grade classes to teach safety. The school patrol car policeman is scheduled into k/1/2 assembly.	The question and answer period enables evaluation of subject learned.
	To implement Tribes across the school grade levels for uniform value system in resolving issues through creative problem solving for solving group and personal concerns.	Train a staff member on site as a facilitator.	To continue our success as a school by building a stronger community.
	To teach hygiene through the importance of washing their hands with soap and water. The Parent Committee of Cleanliness monitors the bathroom, yard and facilitates getting resources needed.	The implementation of the above.	Through habit, students learn to wash their hands with soap and water; the bathroom issues get addressed; the yard has trash cans maintained.
V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.	To have site council represented by the diverse segments of the community. Parents in the immediate geographical school community do outreach to drive parents in the outlying communities to participate in school activities.	Nominated individuals truly represent their communities.	Representatives are active and understand their duties and responsibilities.
	To welcome and recruit parents and community volunteers to work in classrooms.	Number registered by Outreach Counselor as actively working in classrooms or in school.	Teachers have classroom volunteers.
	The PTA reflects both parents and teachers in decision making.	There is collaborative and cooperative communication in setting up events for the year.	The sign in reflects both parents and staff.
To increase participation of the parents of our underachieving learners.	There is communication between parent and teacher and vice versa to help facilitate learning of the student.	Documentation of communication is kept.	

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Priority Area	Objectives	Measures	Major Benchmarks
VI. Additional Priority: Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))			

I. Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.

Improve performance to meet standards based curriculum for reading comprehension and math concepts for the site. By analyzing the data from SAT9, identify students in quintile 1 and quintile 2 and other low achieving students to inform year long lesson planning, especially for targeted groups. (AA, L, ELL).

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 2	Analyze test data when results are in. Analyze it by school, ethnicity, quartiles and ultimately by classrooms in order to reflect on where we did well and where we need improvement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	beginning of school year Classroom analysis of below average, average, above average	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Matsuno,Phyllis S
1, 1 3	A sand tray therapy consultant is engaged to provide individual therapy to targeted students, train teachers in the use of sand tray therapy, and train interns to provide sand tray therapy to additional students, to improve student well-being and achievement	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Improved behavior and academic achievement	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Hawkins Randall,Nancy E
1, 1 4	All classrooms K-5 will be literature rich environments, utilizing Early Literacy strategies, Reading Recovery, classroom writing centers and reading across the curriculum, including periodicals.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	More fluent reading and writing.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Grade Level Teams
1, 1 5	Teachers and USP Committee will analyze SAT9, SABE data by gender, major ethnic groups, grade level, English Language ability. Information will be discussed at staff meetings and at the School Site Council, and used by the school staff to guide student achievement goals, instructional strategies and professional development (to meet needs of closing achievement gap of Latino and African American students).	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Instructional strategies and goals will address areas of most urgent need.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	USP Team Leaders
1, 1 9	School site copying and duplicating equipment will be used to enhance the curriculum. Supplemental math and language arts workbooks are acquired in Black Line Master form and duplicated in the numbers needed each year on risograph machines.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Resources are managed to maximum efficiency; cost of consumables is directly tied to number of students and specific items teachers wish to target.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Program Resource Clerk Cleary,Margaret A
1, 2 6	Teachers will meet monthly to collaborate on material items for their grade level, specifically to provide focus on needs of targeted students on the math performance standards.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Math instruction will be coordinated and effective	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	teachers

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

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

I. Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.

Ensure that all students have materials, texts necessary to access all areas of the curriculum.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 2 7	Teachers will develop problems in math using SFUSP Standards to identify the pieces of student work we would like to analyze at each grade level.	<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 Math problem solving will be used to analyze student work and to help identify areas needing additional attention.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 USP Team
1, 2 11	A four-hour a day program clerk will process budget requests and act as liaison with state and federal funding department. Clerk will ensure funds are spent in accordance with regulations and materials purchased are distributed to correct parties for use	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 Teachers receive needed materials to serve targeted populations	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Cleary, Margaret A
1, 2 12	All students in every class will be involved in reading and math test readiness activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Students will be ready for the test and understand how to take the test and standard techniques for success.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 teachers Matsuno, Phyllis S
1, 4 1	Paraprofessionals will be assigned to help individualize instruction and increase learning during part of their day. Bilingual paraprofessionals will be assigned to assist teachers in implementing primary language instruction.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 Improved student performance	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Matsuno, Phyllis S
1, 4 8	Teacher recognition will be public and regular.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Teachers will feel valued and respected, and will be inspired to continuously improve their skills and techniques.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7 Matsuno, Phyllis S
1, 4 10	All teachers and paraprofessionals will participate in staff development to develop strategies for meeting individual needs and differences, including BUENO, IRISE, GATE, SCE, LEP, especially to raise the level of achievement of African American, Latino, and ELL students. Specific sessions will be held to focus on math, literacy, science, technology and the arts.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Continuous improvement of teaching level	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Staff

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I. Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.

Identify strategies to provide opportunities for success for targeted populations--differentiated instruction training on site or within District.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 4 13	All teachers will participate in <u>conferences and workshops</u> on strategies that prepare the student for optimum learning in order to academic achievement of Latinos, AA, and ELL (CABE, Two-Way Immersion Conference, Title 1, SB65 Drop-Out Prevention and Resiliency, ADD/ADHD, Computer Using Educators (CUE), Asilomar, Origami, Reading Recovery/Early Literacy, NCTM, LHS, UCSF, Chabot Space Center, NASA, RAFT, and Science Academy)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Continuous improvement of teaching techniques and of student achievement and wellbeing.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Matsuno,Phyllis S
1, 4 14	Teachers will teach to students' individual styles of learning and knowing, including class, small group and individual settings, and using hands-on experiential, problem solving, reading and listening, arts and physical experience techniques. Each item of curriculum is taught in a variety of ways to ensure all students learn the necessary material.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 All students achieve and learn, regardless of their individual way of learning	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 classroom teachers

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II. Academic Achievement: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.

All students will complete the standards-based Core Curriculum for science, math and technology for the required number of instructional minutes and demonstrate progress using pre-post assessments for selected units of study.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 2	Consent Decree plan class size limits will be maintained.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 All classes have 20 or fewer students.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Matsuno,Phyllis S
2, 1 6	A Computer Resource Teacher and a Computer Lab Program will be provided for all students as a way to increase student engagement and student accountability. Students will use technology to improve writing, math, as well as problem-solving and critical thinking skills. Students will also do desktop publishing.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Students' writing and editing skills as well as research abilities will improve.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Shimozato, Caroline
2, 2 4	The Science Resource Teacher and Lab Program will facilitate authentic inquiry-based projects to improve the student's ability to think critically, problem-solve, do research, read, write, and collect, analyze and present data using technology. High interest activities engage all students and give low achievers and ELL students incentive to improve their basic skills.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Increased critical thinking skills as well as basic literacy and math skills; improved interest and desire for achievement for ELL and low achieving students.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Scharff,Claudia I
2, 2 8	The TRIAD Girls Science Club facilitated by the Science and Computer Resource teachers and UCSF scientists will provide additional opportunities for 4th and 5th Grade girls, especially African American, Latino and ELL girls, to build their confidence, enthusiasm and skills via engaging after-school activities, discussions and a Family Science Night.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Gender Equity improvement, girls build confidence and abilities to learn and excel inthe sciences.	<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 Girl Science Scharff,Claudia I
2, 3 5	All students will participate in field trips in and around the Bay Area that increase knowledge of science concepts and encourage inquisitive scientific thinking and problem solving.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Enhanced understanding of Science topics	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 teachers Scharff,Claudia I

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III. Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations (PQR/WASC, Compliance (CCR), whole school reform models, schoolwide programs, school-based curricular, instructional, or programmatic improvements.

Reading Recovery teachers work with students identified to be at risk of not learning to read in first grade, work with groups of lowest students, model, coach and encourage classroom teachers in first grade to make sure there is a balanced reading/writing program in place. Reading Recovery teachers do staff development to make sure all teachers are competent in doing running records and know strategies necessary for fluent readers/writers.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible	
3, 1 1	Reading Recovery teachers (English and Spanish) will provide daily one-to-one accelerated reading instruction to identify Q1 students in the first grades. They will work with groups in other grades and serve as staff resource reading specialists, and provide professional development.	<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 1.3	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7	Reading Recovery Leigh, Margaret W
3, 2 3	A school library and classroom libraries will be maintained with up to date materials in fiction and nonfiction, including high interest materials appropriate for students needing additional assistance with reading and English language learners, and Spanish language materials for Spanish speaking English Language learners to be able to learn and research curriculum topics in their home language.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 All students regardless of native language or ability level will be able to find books to read for research or pleasure which they can learn from and enjoy.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7	Library committee
3, 3 2	The Motor Skills program for students in grade K-1 is a research-based program providing movement activities which improve the students' ability to learn.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Students' learning abilities and achievement improve.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7	Calvello, Lowell J
3, 3 6	Identify staff development opportunities and materials to meet areas of need in reading and mathematics.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 continuous improvement of math instruction	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7	Matsuno, Phyllis S
3, 4 4	All students will have access to on-site resources through the twice a year classwide SST process facilitated by an out-reach consultant as well as individual referrals.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Resources are matched to students who need them.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7	Hawkins Randall, Nancy E
3, 4 5	Student Advisor is available after school for tutoring students who need additional assistance with their work.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 Students improve homework and study performance	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7	Fulgham, Mary Ann

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IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

To establish a comprehensive disaster plan, continue the reaching out to parent and volunteer community by counselor, provide visual and performing arts in the school.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 1	Eliminate graffiti as soon as it occurs. Generates pride in and respect for the school among students and neighbors; assists in city-side graffiti abatement program	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 A clean, attractive learning environment; student, teacher, parent, community pride.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Paul Lanier
4, 1 4	All staff will help monitor and update bulletin boards and classroom displays to show current student work, and to share the cultural richness of our diverse school community.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 raised student self-esteem and pride in the school community; shows visitors current curriculum activity;	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	all teachers and artists in residence
4, 1 6	School site maintains necessary first aid and other supplies in case of disaster, including a large kit for the school and small kits for each classroom.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 School is prepared for any eventuality	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Matsuno,Phyllis S
4, 1 9	All students will participate in an enriching curriculum through a visual and performing arts program and gardening projects.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Students develop learning abilities by using all their senses.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Gardening team, Arts committee, artists
4, 1 10	A ceramic artist will operate a full-time ceramic studio at the school, where students will visit, by classroom, to work with clay, create both individual and cooperative artworks, and learn about three dimensional forms and the mechanics of ceramics. Students benefit from learning by working with their hands, learning three dimensional thinking and perspective, practise producing objects which require many process steps to complete, and grow in confidence when their works are displayed.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Enhanced academic ability and achievement, student confidence, respect for the school and the work of others, and appreciation of the arts.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Arts committee
4, 2 2	All students from Kindergarten through Fifth Grade will attend a presentation on safety.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Students are aware of how to be safe at and outside of school.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Matsuno,Phyllis S

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IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

To implement Tribes across the school grade levels for uniform value system in resolving issues through creative problem solving for solving group and personal concerns.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 3 5	Principal will be visible throughout the building and on the yard and will serve as a model encourager, and reminder to positive student behavior.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Students feel their actions matter; teachers feel supported	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Matsuno,Phyllis S
4, 3 7	A teacher will be assigned to coordinate an active and representative Student Government, through a Student Council	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Empowerment of students governing the school	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 2nd Olsen,Shirley V
4, 3 8	School maintains a position of school counselor/outreach coordinator who coordinates the SST process and counsels individual students and parents as needed.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Students and parents are supported in their efforts to resolve individual issues and achieve academic success.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7 Hawkins Randall,Nancy E
4, 4 3	A Health and Safety Fair will be held in October to teach safe practices and bring the community together around one of it's most important goals--student safety.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Increased student awareness of personal safety issues.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7 PTA

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V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

To have site council represented by the diverse segments of the community. Parents in the immediate geographical school community do outreach to drive parents in the outlying communities to participate in school activities.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 1	The Site Council will serve as a real place for parents to exercise their involvement in the governance of the school and to forge a leadership committee empowered to lead the school towards a collective governance structure. Parents of Title I targeted, ELL, GATE, general and special ed students are on the Council. All parents are invited to attend School Site Council meetings.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 School Site council develops and oversees school site plan and budget.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 PTA, Principal, faculty
5, 1 8	All staff, parents and students will complete yearly surveys on school programs. Survey results will be used to help in school-wide planning and staff development.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 programs that meet the needs of the population	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Matsuno,Phyllis S
5, 1 16	The School Site Council develops the site plan and budget and handles issues of concern to the school community throughout the year, including safety, discipline, budgeting and academic issues to ensure the best possible program for the students. Parents and staff work together to achieve school goals. Spanish immersion, Title I identified, general education, GATE and special education populations are represented in School Site Council membership.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 Teachers, parents and other staff all have responsibility and authority over decisions affecting the school community.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 School Site Council
5, 2 2	Parents will be invited to volunteer for English Language Learner Advisory Committees and District GATE Parent Council.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 The School's interests and concerns regarding ELL and GATE education issues will be carried forward to the District level.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Site Council
5, 2 5	Parents will be encouraged to ride the bus to help diminish behavior problems, tardiness due to buses, etc. This will help build home-school connections and improve safety.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Reduced incidents on buses; improved home-school relations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Matsuno,Phyllis S
5, 2 6	Align resources through America Reads, Reading Recovery, Young and Rubicam, Big Brother/Sister, Sand Tray, and Outreach Counseling to ensure that parents receive training and awareness on how to effectively help their child	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 More effective parental involvement at home	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7 Hawkins Randall,Nancy E

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V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

To welcome and recruit parents and community volunteers to work in classrooms.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 2 7	New Kindergarten parents will be recruited from all neighborhoods during the OER process. Orientation sessions will be held at the school.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 More diverse student population	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7 Principal, PTA, Site Council
5, 2 9	Volunteers will be solicited to help with a garden, restore murals, and work with the ceramic artist in residence and with Alvarado Arts on new art projects around the school.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 parent involvement, community pride in the site	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7 Garden committee, artists, PTA
5, 2 10	A Parent Information handbook and Calendar will be created yearly, with help from parent volunteers and our Young and Rubicam.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 home-school communication; families feel increased ownership of the school	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Site Council, PTA
5, 2 11	All home-school communications with be bilingually presented. Translation services will be procured and paid for outside of school staff resources as this is a tremendous task	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 ELL families are kept informed of all events at the school	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Mcdonagh,Cecilia L
5, 2 12	Recognition of parent volunteers will be public and regular.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Increased parent involvement	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Hawkins Randall,Nancy E
5, 2 13	Parents and community members are invited to volunteer in the classrooms, in the school library, and for special events and activities. Volunteers receive training in effective volunteering in the classroom and other learning situations.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Well trained volunteers work effectively with teachers to promote academic achievement, student self esteem, and classroom order, sharing their unique experiences and talents with the school community.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Hawkins Randall,Nancy E

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V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

To welcome and recruit parents and community volunteers to work in classrooms.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 2 15	Teachers will receive training in the effective use of volunteers in the classroom to make maximum use of the parents and community volunteers who assist the school in providing program.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Teachers use volunteers effectively in the classroom, making use of their special abilities for enhanced student achievement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Principal Hawkins Randall, Nancy E
5, 3 3	Outreach work with the Mission, Visatacion Valley and other neighborhoods will continue through visits by staff to train parents on how to help their child succeed.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 Parents will participate more fully in student's educational process.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7
5, 3 4	Morning assemblies will make general announcements, recite school rules, Pledge of Allegiance, songs in English and Spanish--morning greetings will be made in many languages, reflecting student population. "Lift Every Voice and Sing", the national anthem for African Americans, will be sung to give affirmation weekly.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Every student will feel affirmed that we honor and celebrate diversity; students follow school rules	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Matsuno, Phyllis S
5, 3 14	Teachers will hold conferences with parents of all students twice a year to discuss the child's achievement and progress, including a portfolio of work and results of standardized tests. Teachers are also available to discuss students with parents, by appointment, at any time throughout the year upon the parent's request.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Parents and teachers work together to ensure the best education and achievement for students. School and home approach any issues in a coordinated manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Classroom Teachers

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Programs in District Schools 2001/2002

Alvarado Elementary School

Priorities Addressed					PROGRAM
PR1	PR2	PR3	PR4	PR5	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	After School Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	America Reads
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beginning Teacher Support & Assessment (BTSA)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	City Science
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exploratorium Inquiry Institute
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Intern Program
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I.R.I.S.E.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MathLand & Beyond
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NSF--Urban Systemic Program (Priority 6)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peer Assistance & Review (PAR)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading is Fundamental
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading Recovery
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Safe School Healthy Student Initiative (SS/HIS)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	San Francisco Education Fund: (list)Maria Woodworth
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Science & Health Education Partnership (UCSF SEP)