

# *DRAFT*

San Francisco Unified School District

## *Argonne Elementary School*

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### **School Site Plan for 2001-2002**

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**Argonne Elementary School**  
***Introduction: Analysis of Current Conditions (Needs Assessment)***  
2001/2002

**Process for Data Analysis**

As part of our PQR, CCR self review, and BASRC application process, the teaching staff has looked extensively at our SAT-9 data. First we looked at overall results-API, grade-levels both as matched student scores and different students/different years, and comparison to state and district scores. We then used the state's data to break our scores into quartiles by ELL, Ethnicity, Socio-economically disadvantaged, and gender. We used this disaggregated data to look at trends and for those groups showing disproportionately less gain. In addition, we used the district's assessment data to look by grade level at the content clusters and to determine our strengths and weaknesses. We also looked at IWA, ABC, Brigance, 3rd grade Math Assessment, and PASS from the district. All grade-levels did assessment for reading comprehension and math problem solving in the area of Algebra and Functions. We analyzed the information from our scoring of our assessments, but we did not keep our rubric standards constant from the scoring of the first to the third. Our assessments got harder and our standards for proficient more difficult. We also used data from our Reading Team.

**Academic/Performance**

We met all of our API goals with the exception of the % of students we tested. Our socio-disadvantaged students made the most gains in points on the API. However, they are still 61 points behind our Asian students on the API. All grade levels showed gains on SAT-9 comparing matched scores with the exceptions of the 4th/5th grade in which their reading scores went down -.1 and our 2nd/3rd that went down -2.1 in mathematics. Significant improvement was seen in 2nd/3rd Reading 3.6, 3rd/4th Reading 4.9, and 3rd/4th Math 5.5. Both males and females showed significant gains in reading. Males 2.9 and Females 3.1. Our female students scored 5.1 points higher than males in reading and 1.5 higher in mathematics. 31 out of the 60 struggling readers working with our Reading Team are now at grade level. Our ELL students are disproportionately in the lower quartiles. (This data is hard to pinpoint because the students who are redesignated do not appear in this data.) More students are in the below average groups in functional and textual reading and critical analysis. Although we have too few AA students to be statistically significant, our AA students are disproportionately in the lower quartiles. We met our District School goal of 75% of our students passing the IWA this year.

**Argonne Elementary School**  
***Introduction: Analysis of Current Conditions (Needs Assessment)***  
2001/2002

**Areas of Success/Progress/Achievement**

Our students' ability to write about mathematical problem solving has improved as evidenced on our grade-level rubrics. Again our socio-economically disadvantaged students made the most point gains in the API. We reached all of our API targets. Argonne Elementary sent home weekly folders with newsletter, notices, and other communications this year. We had a 10% increase in the number of parents attending our ACE meetings. We added a chess program and second grade math club to our after-school program. The students presented at 2 whole school assemblies and 2 classes performed plays for whole student body.

**Areas of Concern**

Our targeted students for the 2001/2002 school year are our low-achieving ELL, AA, and socio-disadvantaged students. We will focus on narrowing the achievement gap. In reading, we will focus on the reading comprehension non-fictional text and critical analysis, with support for our targeted students. In addition, we will focus on guided reading in the K-2 to ensure that all students are at grade level at the end of 2nd grade. We will continue to work in mathematical problem solving and communication of mathematical ideas in writing as we feel that our students need additional work. Many of our teachers are new to our school and have not had sufficient professional development in multiple intelligences theory which is core to our instructional pedagogy. We will conduct professional development in these areas. As our school receives more inclusion students, it is clear that many teachers do not have the expertise to teach these students well. We are working with Instructional Support for Special Education to give us the training we need.

**Argonne Elementary School**  
***Introduction: Analysis of Current Conditions (Needs Assessment)***  
2001/2002

**Current Programs**

# Argonne Elementary School

School Year: 2001/2002

## *Vision Statement*

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We envision Argonne students who:

- desire and have the ability to utilize their minds in a critical, creative manner, neither fearful to experiment with new ideas nor afraid to make a mistake;
- possess a wealth of knowledge and an array of skills and are able to utilize all available resources to enhance thinking and learning, responsibly following where curiosity and passion lead;
- transfer knowledge, skills, and resources to new situations;
- feel deep connections with family, school, peers, and the community at large;
- celebrate likenesses and differences in the people who surround them and show wonder and delight in their own ethnic and cultural heritage;
- utilize democratic principles in developing ways to work and play, never ignoring anyone's rights and being responsible for their own actions;
- have total confidence in self intellectually, culturally, socially, and physically, easily becoming excited about solving a problem or dealing with a challenge, willing to question their own and others' assumptions and building on the combined vision.

**Action Plan Overview**  
**Argonne Elementary School**  
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
<b>I. Academic Achievement:</b> 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.	90% of all students will score average or above in reading, including functional reading, textual reading, and critical analysis content clusters. 75% of our low-achieving ELL, AA, and socio-economically disadvantaged students will show accelerated growth in reading comprehension (10NP points).	Sat 9 ABC Scholastic Reading Inventory	August: Targeted students will be determined. August: First professional development day- data analysis, reading strategies September: SRI given to all student-repeated each following quarter October: Reading Team begins working with targeted students.
	90% of all students will score in the average or above in the SAT-9 overall math assessments. 85% of all students will pass the district Math Assessment in 3rd grade. The achievement gap between our ELL, AA and socio-economically disadvantaged students will narrow by 25%.	SAT-9 District 3rd Grade Mathematics Assessment	3 grade-level math problem solving assessments will be given during the year. A staff meeting , every other month, will be professional development related to the math standard focus.
<b>II. Academic Achievement:</b> 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.	Teachers will maintain long-range lesson plans that address Core Curriculum and Content and Performance Standards. All students will receive the required instructional minutes.	Quarterly lesson plans submitted . Each teacher will submit their daily schedule of instructional minutes at the beginning of summer and in the fall.	August- Grade Levels meet to align standards and assessments to curriculum and draft plan for year. Quarterly grade-level teams meet to up-date grade-level plan. Instructional minutes from each teacher will be added to long range lesson plans. Prior to new grading period teachers provide their lesson plan including core curriculum, content standards, and
	All of the low-achieving AA, ELL, and socio-economically disadvantaged identified by analysis of performance, attendance and other data will receive additional support in understanding content and 65% will reach proficient level on our school performance standards.	SAT-9, Attendance Records, School /Classroom Assessments, and Reading Team's Assessments	Identification of students at-risk (Sept.) Schedule of learning opportunities tutoring, clubs, etc. (Oct. and Jan.) Reading Team will work with low-achieving students in reading. (Oct.) Extra math help will be given to low-achieving students in mathematics. (Sept.) Review student work and progress (Bi-monthly)

**Action Plan Overview**  
**Argonne Elementary School**  
 School Year: 2001/2002

<b>Priority Area</b>	<b>Objectives</b>	<b>Measures</b>	<b>Major Benchmarks</b>
<p><b>III. Initiatives to Improve Instruction:</b> 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.</p>	<p>Multiple Intelligences: Students in all grade levels will take part in at least two standard-based integrated thematic learning experiences. 20% of students will move from below average to average or average to above average. 25% of our low achieving AA, ELL, and socio-economically disadvantaged will move up to next quartile.</p> <p>Multiple Intelligences- Our low-achieving AA, ELL and socio-economically disadvantaged students will be evaluated as to their strengths using the multiple intelligences theory. Strategies will be determined to build on these strengths and scaffold the learners as needed in classroom throughout year.</p>	<p>Quarterly long-term lesson plans will show integration of standards into thematic learning experience and how teacher is scaffolding the understanding of our low-achieving students and challenging our GATE students. Student products and/or presentations will be scored using grade-level rubrics.</p> <p>SST committee will note on SST reports the multiple intelligences' strengths and weaknesses of our low-achieving students. These will be tallied to see if we need to address specific intelligences more deeply schoolwide. SAT-9</p>	<p>Curriculum for the integrated learning experiences will be chosen and alligned with starndards in content areas for first experience. (Aug., Jan.)                      Every student takes part in two integrated learning experiences. (Fall, Spring)</p> <p>Professional development in use of multiple intelligence theory in classroom. (Aug.)                      SST committee will help in determining good stragegies to use with low-achieving students. (ongoing)</p>

**Action Plan Overview**  
**Argonne Elementary School**

School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
<p><b>IV. School Climate:</b> 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.</p>	<p>Implement tobacco, drug, and violence prevention programs mandated by Safe and Drug Free Schools (S&amp;DFSC) and Tobacco-Use Prevention funds, with an emphasis on conflict resolution and helping students understand issues of drug and tobacco use.</p> <p>School Climate- 75% of students in student survey will report feeling good about themselves and can identify three things they do well. 80% of students in survey will report that students are being kinder to each other and that less teasing and name-calling is happening between students.</p> <p>Students will become more familiar with the different cultures represented in our student body.</p> <p>School Social Environment for Students- The school will offer a variety of activities during and after school for our students to get to know other students and to have fun together.</p>	<p>Teacher checklist to confirm curriculum for tobacco and drug prevention has been taught.</p> <p>Conflict Managers' and Principal's log of student conflicts</p> <p>Student yard behavior log will show decrease in incidents of teasing or name-calling.</p> <p>Student survey</p> <p>Classroom displays and presentations will represent the many cultures of our school.</p> <p>Student survey</p> <p>Attendance at activities</p>	<p>All teachers become familiar with the health curriculum regarding issues of drug and tobacco use. (Aug.)</p> <p>Principal and Student Adviser conduct trainings for Conflict Managers using Talk It Out. (Aug.)</p> <p>Drug and Tobacco Health Units taught.</p> <p>Research to find good material for self-esteem building.</p> <p>Student council advisory committee will be set up.</p> <p>Hire games coordinator for lunchtime. (Aug.)</p> <p>Create lunchtime clubs led by parent/community volunteers. (Sept.)</p> <p>Other events: Family Gym Nights , Argonne Picnic, Brent Nixon, and May Fair</p>

**Action Plan Overview**  
**Argonne Elementary School**  
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
<b>V. Parent and Community Involvement:</b> Significantly increase the involvement of a broad base of parents and community at the school level.	Classroom Volunteers: Every classroom, including the library and computer room, will have 2 parent/community volunteers for 2 hours weekly.	Volunteer sign-in binder in office will be logged monthly by parent coordinator. Parent workshop sign-in sheets and participant surveys will be collected for feedback. Teacher interview/survey	Recruitment for parent/community volunteers will be pushed in Tuesday folders and at Back to School Night. Parent/ community workshops in literacy (Sept., Jan.)
	Participation: 60 % of all students will have adult representation at one or more parent/family events at the school during the year. 40% of our low-achieving students will have adult representation at one or more parent/family events at the school during the year.	Attendance sign in sheets will be kept and recorded by parent coordinator. Phone trees will be established in all classrooms.	Calendar of events will be given to families in September. Phone trees will call all parents before Back to School Night and ACE meetings. Parent Coordinator will survey parents as good times for meetings.
	Governance: 30 % of all students will have adult representaton at one or more governance meetings during the school year. (Linking Council, SSC, ACE, ELAC, Committee Meetings) 15% of our low-achieving students will have representation at one or more meetings.	Sign up sheets for committees. Attendance will be taken at all meetings.	Parent Coordinator and communications committee will create a communications plan in August. Principal/parent coordinator/ Cantonese translator will make personal outreach to the families of our low-achieving students before ACE meetings.
<b>VI. Additional Priority:</b> Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))	Our USP teacher leaders will coordinate the school's work towards implementing the goals of the San Francisco Urban Systemic Program and the goals of the school site plan focusing on math, science, and technology. 85% of all student will pass the district Math Assessment in 3rd grade. 85% of all students will pass the PASS test.	Professional development agendas SAT-9, PASS 3rd Grade Math Assessment	Professional Development Staff Meetings (every other month) Quarterly curriculum plan will include standards for math, science, and technology. Administer 3 grade level math assessments in Oct., Jan. , and Mar. focus to be determined by USP
	All students will show growth in computer skills as measured on the appropriate Argonne Technology Checklist.	Argonne Technology Checklist Student Log in Computer Room	Create the Argonne Technology Checklist (July) Set up computer lab schedule (Aug) Assess students on skills and complete student checklist. (ongoing)

**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.

90% of all students will score average or above in reading, including functional reading, textual reading, and critical analysis content clusters. 75% of our low-achieving ELL, AA, and socio-economically disadvantaged students will show accelerated growth in reading comprehension (10NP points).

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 1	Literacy: All grade levels will design a variety of reading comprehension assessments to be given to their students to measure student performance/understanding of the reading comprehension standards in area of non-fictional text and critical analysis. Students work will be scored three times in grade level groups. Strategies will be developed to insure all students meet the standard at a proficient level.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 3 grade-level assessments given (Sept., Feb., May) Professional development-every other month devoted to reading strategies.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Leadership Team Sharp, Robin L
1, 1 2	Literacy: All K-2 students will receive guided reading instruction at their reading level in the classroom. All students needing it will receive accelerated reading instruction to ensure their reaching the appropriate reading level for their grade.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 80% of all K-2 students will reach grade level benchmark in reading. 75% of 1st grade students will score 2 or above on the ABC test. Guided Reading/ Running Record professional development- August Rigby PM book training-Sept. Running Records using benchmark books will be taken monthly for low-achieving AA, L, ELL, and socio-economically disadvantaged 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"/>	Leadership Teams Sharp, Robin L
1, 1 3	All 3-5 teachers will participate in professional development activities with ECR in developing strategies to reach the struggling reader in the reading comprehension of non-fictional text and critical analysis.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	April 2002 Targeted students will be identified in July. Professional Development workshops (Sept.- Mar.) SAT-9 scores	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Leadership Team Sharp, Robin L

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

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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.

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Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 4	Literacy: All students reading below grade level based on reading assessments will receive additional support to accelerate their literacy learning. These may involve the following: * Reading TEAM * Reading Counts Program. * Low-achieving AA, ELL, and socio-economically disadvantage students will be a priority.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	June 2002 Targeted students in second -fifth grades will be identified in July using SAT-9 data. Reading Team will assess 1st -5th grade students for their program. (Sept.) Reading Team start individual and group tutoring. (Oct.) Reading Counts (ongoing)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Leadership Team Sharp, Robin L
1, 1 5	Literacy/ Writing All students will be provided with a wide variety of experiences from which to write. Students will use graphic organizers to organize their thoughts and information. They will analyze and revise their work using the appropriate conventions of written language. Students' writing will be scored using the appropriate genre rubric. Writing samples from each student will be collected at the beginning, middle, and end of the school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 * 78% of all fourth grade students will score at the basic level or above on the IWA test. * 80% of all students will score proficient on grade level rubrics. Ongoing- 3 grade level scoirngs during the year (Aug., Feb., May)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Leadership Team Towsley, Kim M.

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Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 6	Literacy: All students will have access to the school library. All classrooms will be scheduled in to the library weekly. The library will also be open during recess and lunch periods. Students will be trained in library skills and encouraged to read. This program is supported by the services of the Paraprofessional Librarian.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 * Reading Counts software will keep track of amount of student reading. (yearlong) *Scholastic Reading Inventory given quarterly to determine students' lexile levels. Grades 2-5 (July, Oct., Feb., May)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Entire Staff Atsumi,Irene M
1, 1 7	Literacy: All students will continue to participate in visual and performing arts activities as a vehicle to developing their literacy. Classroom readers' theater and poetry will be an integral part of the reading instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Teachers will keep incorporate visual or performing arts in their reading program and incorporated in quarterly lesson plans.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Entire Staff Henderson,Anne E
1, 2 8	Mathematics; Teachers in grade level groups will determine the major mathematical strands/standards that they will focus on teaching and assessing. The teachers will work together developing / finding excellent curriculum to enable all students to create understanding of these standards. Additional support will be provide to our low-achieving AA, ELL , RSP and socio-disadvantaged students to ensure their proficient understanding of the standards.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	April 2002 3 grade-level math assessments will be given and scored. (Oct., Jan., April) Targeted students will be determined in August using SAT-9 and classroom assessment. Math support groups will begin in September.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Math/Science Team Buted,Lydia Vita

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90% of all students will score in the average or above in the SAT-9 overall math assessments. 85% of all students will pass the district Math Assessment in 3rd grade. The achievement gap between our ELL, AA and socio-economically disadvantaged students will narrow by 25%.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 2	Mathematics; The major math content standard focus schoolwide for this year will be determined by district Urban Systemic Project.. Each grade level will develop assessments, assess students, and share results with the whole school staff at staff meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	April 2002	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Leadership Team Sharp, Robin L
9		1 2 3 4 5 6	Analysis of the SAT-9 content clusters in mathematics to determine school math strands focuses- (July 2001) Math standards and classroom implementation will be added to each long-term quarterly lesson plan. 3 grade-level math assessment- (Oct., Jan., Apr.)	1 2 3 4 5 6 7	

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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.

Teachers will maintain long-range lesson plans that address Core Curriculum and Content and Performance Standards. All students will receive the required instructional minutes.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 1	The Leadership Team will develop a monthly Assessment Calendar for teachers to know when assessment are to be given, scored, and the data analyzed..	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 School Assessment Calendar will be given to teachers in September. Monthly updates to the calendar as needed.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Leadership Team Sharp,Robin L
2, 1 2	Teachers' schedules, lesson plans, and instructional practices will reflect alignment with the Core Curriculum, address Content and Performance Standards. All students will have access to to adopted instructional materials. Additional support for our low-achieving students to understand the content and reach a proficient level on performance standards needs to be in plan and implemented.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	April 2002 Quarterly long term lesson plans for curriculum will be aligned include core curriculum and standards. (core curriculum plan)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ABC Team Friedman,Jessica M
2, 1 3	All students will take part classes in the visual and performing arts given by professional artists besides the enrichment activities provide by the classroom teacher. All students will take part in P.E. daily. Additional P.E. support will be given to students with PTO sponsored PE teacher weekly. Instrumental Music will be offered to third-fifth grade students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Schedule of classes given by consultants will be established. (Sept.) Performances and presentation of work at the Youth Art Festival in May. Frequent performances and presentation of students' art work will be visible in school. (ongoing)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	ABC Team Sharp,Robin L

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All of the low-achieving AA, ELL, and socio-economically disadvantaged identified by analysis of performance, attendance and other data will receive additional support in understanding content and 65% will reach proficient level on our school performance standards.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 2 4	The SAP/ SST committee will meet monthly to assess students who have been referred , look at student program placement, make recommendations for program changes or support, and review student progress.	<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	June 2002 SST logs kept and sent monthly to the district. Follow through checklists will be kept for each student and checked for completion. Quarterly review of student progress.	<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	SST/ SAP Committee Jamison,Sally A
2, 2 5	Teachers will schedule and design support activities for students who need to be scaffolded to demonstrate success in meeting content or performance standards.	<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	May 2002 Identification of our targeted students in Sept. Reading team begins one to one or small group instruction in Oct. Math support plan for begins in Oct.	<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	Leadership Team Sharp,Robin L

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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.

Multiple Intelligences: Students in all grade levels will take part in at least two standard-based integrated thematic learning experiences. 20% of students will move from below average to average or average to above average. 25% of our low achieving AA, ELL, and socio-economically disadvantaged will move up to next quartile.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 1	Multiple Intelligences / Integrated Curriculum: All students will engage in interdisciplinary/thematic instruction. Grade Level Teams will plan strategies and develop themes. One week of the school year will be devoted to a schoolwide theme and culminate with a presentation day.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	April 2002 "Argonne's Learning Walls", presentations between classrooms an in assembly, April Open House	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Multiple Intelligence Mentors Jamison,Sally A
3, 1 2	Multiple Intelligences/ Professional Development: Teachers will plan, share, and evaluate integrated/thematic learning experiences in grade levels and whole staff professional development meetings. Planning will include: - aligning the content standards to the curriculum with a focus on non-fictional reading and critical analysis. - assuring equity by using strategies targeted to the acquisition of content understanding by our low-achieving AA, L, ELL, RSP, and socio-economically disadvantaged students.. - implementing strategies to challenge the GATE students . - developing assessments to measure student knowledge of the content standards.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	April 2002 * Assessments will be developed to determine students' understanding of learning experience standards. (2X year during learning experiences-November, March)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Leadership Team Sharp,Robin L
3, 2 3	Multiple Intelligences: Students will participate in learning experiences which are culturally inclusive and recognize the contributions and celebrations connected with our diverse society. Students will see themselves and cultures represented in the curriculum and school.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 Student projects, work , journals, reflections, displays etc. that demonstrate this understanding , sensitivity and respect for individual differences.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Multiple Intelligence Mentors Jamison,Sally A

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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.

Multiple Intelligences- Our low-achieving AA, ELL and socio-economically disadvantaged students will be evaluated as to their strengths using the multiple intelligences theory. Strategies will be determined to build on these strengths and scaffold the learners as needed in classroom throughout year.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 2	Multiple Intelligences: All identified GATE students and high potential students will be provided with accelerated challenged during learning experiences using multiple-intelligence strategies to explore, discover, make connections and construct knowledge for themselves.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	June 2002	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Entire Staff Friedman, Jessica M
4		1 2 3 4 5 6	Evidences of richly developed student work will be in portfolios, on display in classrooms and on "Argonne's Learning Walls in the Halls," in the school library, on the internet, in the community at large wherever and whenever possible and will be the content of student led parent conferences.	1 2 3 4 5 6 7	

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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.

Implement tobacco, drug, and violence prevention programs mandated by Safe and Drug Free Schools (S&DFSC) and Tobacco-Use Prevention funds, with an emphasis on conflict resolution and helping students understand issues of drug and tobacco use.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 1	All teachers will plan and teach the district health units on tobacco and drug prevention.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	March 2002 All teachers become familiar with health curriculum and decide when they will teach it. (Aug.) Checklist of teacher completion (March)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Health Advocate Crowne,Nancy Lee
4, 1 2	Students from the fourth and fifth grades will act as conflict managers before school, at recesses, and lunchtime. Teachers will review the Talk It Out program with all of their students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 Student conflict managers will be selected in August. Conflict manager training for students (Sept.), Talk It Out Program reintroduced in all classes (Sept.)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Leadership Team Sharp,Robin L
4, 2 3	Students will take part in a program for self esteem building and kindness to others to reduce teasing, poor sportsmanship, and name-calling between students. Student Adviser, Principal, and Student Advisory Committee (students) will brainstorm activities to improve the school climate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2001 Teachers will choose curriculum for self esteem building and social skills to be taught throughout school. (Aug.) Student Adviser, Principal, and Student Advisory Committee will meet in (Aug/ongoing). Student Survey taken in Sept. and May	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ABC Team Spathis,Anna G

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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.

School Social Environment for Students- The school will offer a variety of activities during and after school for our students to get to know other students and to have fun together.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 3	Social Environment: The school will offer a variety of activities during and after school for our students to get to know other students and to have fun together. Lunchtime clubs will be organized and run by our parents. A games coordinator will be hired for lunch recesses.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	School Site Council
4		1 2 3 4 5 6	Games coordinator hired (Aug.) Lunchtime clubs led by parents. (Sept.) Other events planned by Linking Council. Coordination between other After School Programs on site. (monthly meetings).	1 2 3 4 5 6 7	Sharp, Robin L

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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.

Classroom Volunteers: Every classroom, including the library and computer room, will have 2 parent/community volunteers for 2 hours weekly.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 1	Volunteers: Classroom teachers, the principal, and Argonne's Linking Council will actively recruit parents to volunteer in the classroom . Two parent workshops will take place to train parents in reading strategies to use when working with students at school or at home. One parent workshop will take place to train parents in math games and problem solving. The parent coordinator will work with teachers to schedule parents in classroom.	<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	May 2002 First parent workshop will take place in September. All classrooms should have 2 hours of parent volunteer time weekly. Volunteer log book will be monitored quarterly by parent coordinator to determine participation. Parent coordinator will survey volunteers two times for feedback.	<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	Communications Sharp,Robin L
5, 1 2	The ABC Committee, which includes the Volunteer Coordinator, will organize a parent and teacher orientation to determine the training parents need to be effective classroom volunteers. This team will assist in the training of other parents. The Volunteer Coordinator will check with classrooms regularly to determine classroom needs, monitor volunteer assignments, and periodically check the effectiveness of classroom volunteers.	<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	May 2002 A guide will be developed to give to parents who want to volunteer and are unsure of how they can help. Survey of teachers' specific volunteer needs (Sept.), Volunteer log is kept (year long) , Evaluation Form (twice a year)	<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	ABC Team Sharp,Robin L
5, 2 3	The principal, staff, and governance committees will continue communicating an "open door" policy to all parents.	<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	June 2002 * Visitors' and Volunteers' sign -in binders (ongoing) * Parent Survey (Fall and Spring)	<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	School Site Council Sharp,Robin L
5, 2 4	Monthly "coffee talk" sessions will take place creating a time when parents can meet with each other to talk about children and 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	May 2002 Monthly attendance sign ins will increase over time.	<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	School Site Council Sharp,Robin L

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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.

Participation: 60 % of all students will have adult representation at one or more parent/family events at the school during the year. 40% of our low-achieving students will have adult representation at one or more parent/family events at the school during the year.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 2 5	Families will continue receiving a weekly folder that is sent home with each student, which contains: a school newsletter (monthly) with information about student activities, meetings, announcements of upcoming events, student writing, letter from principal , and volunteer sign-up sheets for PTO events. Parents who sign up for e-mail announcements will receive these on a regular basis. All important announcements and information will be translated into Chinese.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 Parent reflections, attendance at meeting, the maintenance of a Newsletter Binder, and family surveys.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Communications Sharp,Robin L
5, 2 6	All classrooms will be encouraged to offer communications to keep parents informed of classroom activities, needs, study units, field studies, teacher vacations and other areas to increase parent awareness and participation in the Argonne Program. Teachers will communicate clear homework policies and procedures to parents as needed.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 Every classroom will communicate to parents at least monthly.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Communications
5, 2 7	A yearly School Calendar of important school-wide events /activities including fundraising events, Parent/Teacher Program Night, Open House, Parent Conferences, ACE and council meetings, etc. will be developed during the summer session. Monthly calendars of school events will continue to be published in the Newsletter with updates as they occur.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Participation and favorable responses of parents and students at each event will evidence the success of this activity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Communications Sharp,Robin L
5, 2 8	Participation/Communications: A parent-outreach consultant will continue to serve the Cantonese speaking community in supporting meeting and conference translations, newsletter explanations, guided curriculum explanations and other activities that will facilitate bringing the Argonne community together. Chinese translation software will be purchased.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	March 2002 ELAC will do an evaluation survey of Cantonese families.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Communications Sharp,Robin L

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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.

Participation: 60 % of all students will have adult representation at one or more parent/family events at the school during the year. 40% of our low-achieving students will have adult representation at one or more parent/family events at the school during the year.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 2 9	The Linking Council will develop a calendar of family events to invite our families to attend both in and beyond the regular school days. These will include our Argonne Picnic in the fall, May Fair in the spring, Open House, and the Brent Nixon event. Additional family events may include Family Gym Nights, special presentations by students, Family Math or Science Nights, Pizza Night, etc. to be determined.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Social events will be entered on School Calendar. At least 6 social events will take place during the school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Communications Dere, Judy M
5, 3 10	The School Site Plan will be used as an integral part of each parent/teacher council's work; coordinated by the School Site Council. Members of the SSC as part of their responsibility on the Linking Council will share their work with the whole school (ACE). The SSC will evaluate the expenditures of the current year and propose expenditures for the coming year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	October 2001, April Parent attendance/reflections, and Council notes will show evidence of participation and collaborative work on building and implementing the site plan.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	School Site Council Sharp, Robin L
5, 3 11	The regular meetings of the ACE, (the entire parent/staff community) will continue to take place no fewer than 3 times in the school year with a commitment of full staff attendance and needed translations by members of the ELAC and Chinese Translator.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Measurement: Parent attendance records and evidence in Council notes.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	School Site Council Sharp, Robin L
5, 3 12	Chinese language meetings will be facilitated by the English Language Advisory Committee Chairperson. The ELAC, will continue to meet monthly for the purpose of developing authentic parent involvement. The ELAC will continue to support the on site afterschool Cantonese Language Program.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	May 2002 ELAC will keep agendas, attendance records, and minutes of monthly meetings. ELAC will sponsor 1 school event for all Argonne families.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	School Site Council Dere, Judy M
5, 3 13	A parent friendly handbook and Argonne Family Phone Directory will be published by the Communications Committee. The handbook will describe Argonne's vision, goals, and procedures. The Phone Directory will provide (at each family's discretion) the names of students and their parents, phone numbers, street and email addresses.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Oct. 2001 Parent Handbook (Sept.) Argonne Family Phone Directory (Oct.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Communications Sharp, Robin L

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**VI. Additional Priority:** Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))

Our USP teacher leaders will coordinate the school's work towards implementing the goals of the San Francisco Urban Systemic Program and the goals of the school site plan focusing on math, science, and technology. 85% of all student will pass the district Math Assessment in 3rd grade. 85% of all students will pass the PASS test.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
6, 1 1	Professional Development: USP teacher leaders will attend the USP monthly meetings. They will disseminate information to teachers through meetings and workshops. The focus will be on effective implementation of materials provided by the USP to improve instruction in math, science, and technology.	<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	May 2002 USP monthly meetings Staff meetings and workshops to disseminate information	<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	Math/Science Team Buted, Lydia Vita
6, 1 2	Instruction: Students will participate in grade level mathematics activities, projects, and investigatory units with real-live applications that allow them to communicate their mathematical problem solving and critical thinking abilities. Students will participate in grade level science activities, projects, and investigatory units with real-live applications in the area of science.	<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	June 2002 Quarterly teachers will focus on a math strand and complete student assessment. Teachers in grade level groups will monitor their own science curriculum and student progress.	<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	Math/Science Team Sharp, Robin L
6, 1 3	Planning and Decision Making: Grade level teachers will assess their math, science, and technology programs. They will review the core curriculum, student work samples, achievement results for math, science, and technology. Grade-Level groups will discuss how to ensure that our low-achieving students reach the standard and how to challenge the GATE 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	May 2002 SAT-9 and Math Assessments analyzed and disaggregated to determine content cluster needs and to identify target students. Quarterly teacher will focus on a math strand and complete student assessment. Quarterly Curriculum lesson plans will include math, science, and technology standards.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Math/Science Team Buted, Lydia Vita

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**VI. Additional Priority:** Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))

All students will show growth in computer skills as measured on the appropriate Argonne Technology Checklist.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
6, 2 4	TECHNOLOGY: All students will be trained in computer skills and have access to computers in the classroom and the Computer Lab. Students will use the available technology as learning tools. Internet access will also be used for individual work and group projects.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Log of computer lab classes will be kept. Checklist of students' computer skills will be kept aligned to Argonne's grade level technology skills.	<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"/>	Technology Team McDonald,Sue A
6, 2 5	The A09 paraprofessional will train 4th and 5th grade students as classroom technology mentors to coach younger students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	November 2001 Student participation and demonstration of knowledge will attest to the success of this activity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Technology Team Leung,Maren M

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## Programs in District Schools 2001/2002

### Argonne Elementary School

Priorities Addressed					PROGRAM
PR1	PR2	PR3	PR4	PR5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	After School Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arts Education Collaborative
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bay Area School Reform Collaborative (BASRC)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beginning Teacher Support & Assessment (BTSA)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	City Science
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Conflict Resolution Program
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Galef--Different Ways of Knowing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Linking San Francisco
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NSF--Urban Systemic Program (Priority 6)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Technology Literacy Grants