

# *DRAFT*

San Francisco Unified School District

## *Buena Vista Alternative School*

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

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1. School Description (see SARC)
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**Buena Vista Alternative School**  
***Introduction: Analysis of Current Conditions (Needs Assessment)***  
2001/2002

**Process for Data Analysis**

The BV School Site Coalition and relevant committees formed task forces by Site Plan priority areas to evaluate the progress made toward the objectives and activities. The task forces surveyed parents, staff, and students, and reported back to the SSC at various meetings in the spring of 2001. The BVSSC and faculty analyzed feedback, and made proposed modifications to the Site Plan for 2001-02. The 2001-02 Site Plan went through three drafts before it was approved on April 24, 2001 by the BV SSC.

**Academic/Performance**

Academic assessment data shows a significant gap between English native students and English learner students, especially on English language tests. Also, overall scores in mathematics are significantly below those in Reading and Language. On the SABE/2, BV students score significantly higher, due to the focus on Spanish in the K-3 grades in our Immersion program.

**Buena Vista Alternative School**  
***Introduction: Analysis of Current Conditions (Needs Assessment)***  
2001/2002

**Areas of Success/Progress/Achievement**

As was stated, BV students score significantly above the CA and SFUSD averages on the SABE/2 Spanish test. The use of the Results program by the K-2 teachers is a significant step towards individualizing instruction based upon rich, ongoing assessment of English and Spanish oral, written, and reading performance.

**Areas of Concern**

BV needs to continue its focus on improving students' mathematics achievement, and on improving the English achievement of our ELL students.

**Buena Vista Alternative School**  
***Introduction: Analysis of Current Conditions (Needs Assessment)***  
2001/2002

**Current Programs**

BV received a comprehensive, five-year Title VII grant entitled “Arriba Juntos” which is directly focused on closing the achievement gap between our ELL students and our English native students. BV K-2 teachers are using the RESULTS assessment system with all students in both English and Spanish to collect data in order to individualize instruction.

# **Buena Vista Alternative School**

School Year: 2001/2002

## ***Vision Statement***

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Buena Vista Alternative School's Two-way Spanish Immersion Program offers both the native English speaker and the native Spanish speaker an opportunity to become bilingual and biliterate while developing an appreciation for cultural diversity. Spanish and English instruction is carefully developed and maintained from K-5. Students are challenged through a developmentally appropriate academic program in Spanish and English. Students take with them the skills and attitudes that promote lifelong learning and social responsibility.

Buena Vista's program of content-based instruction in Spanish and English presents unique challenges to the diverse students, parents, and teachers who make up our school community. We meet these challenges through innovative and consistent strategies that engage all student in learning, enhance their self esteem, cooperation and creativity. Buena Vista also offers to all students a rich program of visual and performing arts, music, physical education, movement, and dance to supplement the core curriculum. Students also participate in a wide variety of cultural and community-oriented activities. A tutorial program, based on the premise that all students are capable learners, builds on individual student strengths and encourages skill building through student-centered instruction. For students in at-risk situations, staff, cross-age tutors, parents and school volunteers carry out an educational program which is a supportive, effective, and an enjoyable experience for everyone involved.

The Buena Vista School Site Coalition provides educational leadership, facilitates constructive communication and shared decision-making, and secures for the school the resources it needs. The staff continues to emphasize quality and depth when developing integrated thematic units. These units focus on the acquisition of essential information and skills, yet also encourage natural curiosity, critical awareness, scientific modes of inquiry, and the delight of discovery--in short, the lifelong love of learning. Activities are experiential, multi-sensory and address multiple learning modalities, encouraging an engaging, satisfying and meaning-based curriculum. Furthermore, by providing a rich flow of highly contextualized speech, second language acquisition occurs in a natural and effective manner. Instruction is student centered and based on developmental levels of individual students in order to meet individual needs of all our students. The staff models lifelong learning by updating their skills through co-training activities and workshops in selected areas, ensuring that they benefit from their accumulated experience as well as the latest developments in educational technology and pedagogy. The staff and students at Buena Vista integrate technology in purposeful ways.

The staff works together to develop tasks for assessing students performance in language arts, mathematics, social studies, science and second language acquisition. These assesments are recorded in student portfolios and on report cards. Buena Vista's report cards are comprehensive, and appropriately designed for Kinder/1st, 2nd, 3rd or 4th/5th grade students. Teachers, parents and students all have opportunities to give their input to the design of the report card.

Parents have opportunities to learn more about the Spanish Two-Way Immersion Program and how to help their children at home. Parent educational activities are offered in both Spanish and English. Teachers keep parents informed of developments in the curriculum as well as the progress of each student. The PTA is effective and inclusive, encouraging the participation of all families and staff.

Buena Vista is a place where we all want to be. The school is a place where everyone feels safe, challenged, responsible, appreciated and free to do their best. Parents understand the educational process, feel welcome to participate, and feel personal ownership of the program. The staff enjoys working conditions which respect their professionalism. As our students progress through our Spanish Bilingual Immersion Program, they will be embarking on a process that will prepare them to succeed in the culturally diverse world of the twenty-first century.

**Action Plan Overview**  
**Buena Vista Alternative 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.	African-American, Latino, and English Learner students in grades 2-5 will demonstrate more than one year's growth on the Stanford 9 (English), the SABE/2 (Spanish), on the RESULTS assessments in K-2, and significant improvement on report cards.	Stanford 9 and SABE/2 matched scores of targeted students from spring 2001 and spring 2002. RESULTS assessments data for targeted students from September 2001, January 2002, and May 2002.	Targeted K-2 students show significant gains by January 2002, and more than one grade level's growth by May 2002.
	All Buena Vista students in grades 2-5 will demonstrate an increase of 5 NCE on the Stanford 9 Math Concepts & Applications section on both the Stanford 9 (English) and the SABE/2 (Spanish).	Stanford 9 and SABE/2 matched scores in Math Concepts & Applications for spring 2001 and spring 2002.	
	All third grade Buena Vista students improve their conceptual understanding of mathematics as evidenced in SFUSD math performance assessments.	Math Performance Assessment scores from spring 2001 and spring 2002.	
	At least 75% of fourth grade Buena Vista students will score a 3 or higher (passing) on the SFUSD Integrated Writing Assessment (IWA).	IWA scores from spring 2001 and spring 2002	

**Action Plan Overview**  
**Buena Vista Alternative School**

School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
<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.	Buena Vista staff will continue to develop a consistent, articulated, research-based two-way bilingual program with grade level performance benchmarks for Spanish and English, aligned to SFUSD standards and to BV report cards.	LALAR, BV report cards, RESULTS program data, grade level curriculum articulation documents, SFUSD assessment data.	BV staff develops articulation of benchmarks K-2 by September 1, 2001.
	Buena Vista staff and parents will collaborate to implement a well-planned, consistent, and equitable K-5 supplementary program in the areas of physical education, and visual and performing arts. Students will receive a minimum of 100 minutes per week of movement/P.E./dance, and a comparable amount of visual and performing arts, and music. All 4th and 5th grade students will receive a minimum of 15 hours of instruction related to safe and drug-free schools, and to tobacco-use prevention (S& DFSC and TUPE).	Arts activities calendar; physical education activities calendar; roster of arts and physical education providers; contracts with volunteers and paid providers, teacher schedules and lesson plans indicating lessons.  4th/5th team lesson plans, unit plans, lesson materials.	Arts Committee will create a calendar of arts and physical education activities for each classroom at Buena Vista by September 15th, 2001. Arts Cmte. will organize volunteers and paid providers so that every classroom receives the specified services by October 1, 2001.  The 4th/5th team teaches to all 4th/5th students five hours of DA & TUPE lessons by November 1, 2001, ten hours by March 15, 2002, and fifteen hours by June 5, 2002.
<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.	All Buena Vista students will demonstrate an increase in the conceptual understanding of mathematical ideas as evidenced in standardized tests, performance assessments, portfolios, and report cards. Align PQR focus with Title VII efforts and School Site Plan priorities to improve instruction for all students. Create a coherent governance/management structure and process for these implementation efforts.	3rd grade Math Performance Assessment scores from spring 2001 and spring 2002, Stanford 9 matched scores in Math Concepts & Applications for spring 2001 and spring 2002.  PQR Action Plan; Title VII plan; School Site Plan; calendar of activities; management structure	Analysis of report cards and portfolios show improvement in student performance overall and by sub-groups relative to 2000-01 school year. (11/01, 3/02, and 6/02)  PQR focus mirrors Title VII focus and Site Plan priorities (10/01); Key activities reflected in Site Plan, PQR Action Plan, and Title VII plan (11/01); Structure for ongoing coordination and communication (11/01).

**Action Plan Overview**  
**Buena Vista Alternative School**

School Year: 2001/2002

<b>Priority Area</b>	<b>Objectives</b>	<b>Measures</b>	<b>Major Benchmarks</b>
<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>BV staff, with support from parent volunteers, will implement K-5 classroom-based and whole school activities and strategies that promote a positive community, equity, tolerance, decency, and conflict prevention.</p>	<p>Code of Conduct/community standards, incident log, SST, student advisor log,</p>	<p>A clear "Code of Conduct" or BV community standards adopted and disseminated by September 15, 2001.</p>
<p><b>V. Parent and Community Involvement:</b> Significantly increase the involvement of a broad base of parents and community at the school level.</p>	<p>Parents representing all major student populations will be engaged in a variety of parent leadership roles. More than 50% of BV parents will be involved beyond attendance at major school events. This involvement includes attending "Parent Educationals," Latino Parents Group, PTA, or volunteering in the classroom or for before or after-school tutoring.</p>	<p>Committee membership roster, committee chairs roster, SSC membership roster Attendance rosters</p>	
<p><b>VI. Additional Priority:</b> Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))</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.

African-American, Latino, and English Learner students in grades 2-5 will demonstrate more than one year's growth on the Stanford 9 (English), the SABE/2 (Spanish), on the RESULTS assessments in K-2, and significant improvement on report cards.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 1	Teachers and paraprofessionals meet before school starts in August 2001 analyze student performance data (Sat 9, SABE, alternative Assessments, etc.) and identify learning strengths and gaps. They will use this data to establish specific student learning outcomes and appropriate measures of success, and to plan classroom curriculum and instructional strategies. Stipends to be paid to participants.	<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	9/01 - Classroom rosters with strengths, areas for focus 10/01 - Strategies in place to address rosters	<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	V. Chávez, Principal
1, 1 2	English-as-a-Second-Language programs at all grade levels will be implemented to ensure that English Language Learners acquire Cognitive Academic Language Proficiency Skills. Formal English reading instruction will begin for all students during the second semester of 2nd grade. Grade-level expectations or "benchmarks" for English language acquisition will be developed based on state and district standards. Appropriate reading assessments, such as RESULTS, will be performed to ensure correct reading level placement, and will be supported by appropriate materials and technology. This program will be shared with parents at Back-to-School Night, and at subsequent parent conferences. An RSP pull-out program will address the needs of identified RSP students with IEP's.	<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	10/01 9/01 - All students receive English Lang. Development (ELD) instruction. 10/01 - Assessment determines reading level placement; Back to School Night	<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	K-5 Teams; Literacy Specialist
1, 1 3	Paraprofessionals and trained parents will provide a strong language model and deliver reading/writing instruction in small group situations to targeted students, including EDY, ELL, and SPED students, as directed by the certificated teacher. Paras will meet monthly with specialists and the administration to address their needs, and to develop additional strategies for teaching and assisting in the classrooms, especially focused on the needs of EDY, ELL, SPED, and GATE students.	<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	Strong language models in evidence; mtg. minutes	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Paraprofessionals Verónica Chávez

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

Funding Source 1 = District 2 = CD 3 = SBPCP 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.

African-American, Latino, and English Learner students in grades 2-5 will demonstrate more than one year's growth on the Stanford 9 (English), the SABE/2 (Spanish), on the RESULTS assessments in K-2, and significant improvement on report cards.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 4	Paraprofessionals and volunteers will provide coordinated, supplemental, before-school and after school tutoring to targeted students, including EDY, SPED, and ELL students in reading and mathematics. Teachers will recommend students for this program, which will support classroom instructional goals. An after-school Mathematics Club taught by teachers, will also supplement the core curriculum, and address the needs of GATE students, as well as EDY, ELL and other students. The school will provide materials, personnel, and equipment for these programs.	<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 2/02 - Student will demonstrate improvement in recommended area.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Paraprofessionals
1, 1 5	Four times a year, students in 3rd through 5th grades will participate in a formal writing assessment that is grade appropriate. Teachers will score these samples using rubrics for the writing type. Student achievement data will be used to adjust writing instruction. (Note: THIS ACTIVITY ALSO APPLIES TO OBJECTIVE 4)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	

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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.

Buena Vista staff will continue to develop a consistent, articulated, research-based two-way bilingual program with grade level performance benchmarks for Spanish and English, aligned to SFUSD standards and to BV report cards.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 1	All students from K-5 will receive instruction using ARBOLES and OLÉ learning strategies (DEAR, monthly writing samples, interactive journals, etc.) The writing samples will be displayed and assessed by teachers on a monthly basis. Materials, including computer technology, will be supplied to support this 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	10/01 & monthly - Analysis of writing samples 10/01 - classroom observations, team planning & reflection	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	K-5 Teams
2, 1 2	Formal English reading instruction will begin for all students during the second semester of second grade. RESULTS assessments and teacher observation will be performed to ensure appropriate reading level placement. Materials, including computer technology and levelled guided reading books, will be purchased by the PTA to provide differentiated instruction in support of this effort.	<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	10/01, 2/02, 5/02: RESULTS pre-, mid-, and post-assessment by student, with strategies/interventions 11/01 - New reading books purchased; monthly - team planning/reflections	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	K-5 Teams
2, 1 3	All staff will continue team teaching and planning, peer observation and mentoring to improve teaching, (including BTSA participation), integrate new staff members, articulate program goals school-wide, and implement assessment procedures. Such practices will be conducted during team planning meetings and during staff meetings.	<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	8/01 - PD Day Mtg. notes and agreements 9/01 - Team mtg. calendars and grade level curricular presentations 10/01 - 2001-02 Peer observation schedule	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	K-5 Teams
2, 1 4	Teachers Pre-K through grade 5 and paraprofessionals will receive release time to attend conferences (such as RESULTS, CAFE, Two-Way Immersion, etc.) and otherwise engage in ongoing professional development in the area of literacy and language development. Teachers and paras will share their learning with the school community by facilitating activities during regularly scheduled staff meetings and staff development days.	<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	10/01 - Professional Development Plans by each staff member 11/01 - PD activity calendar	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	K-5 Teams, paras

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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.

Buena Vista staff will continue to develop a consistent, articulated, research-based two-way bilingual program with grade level performance benchmarks for Spanish and English, aligned to SFUSD standards and to BV report cards.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 5	A full-time Literacy Specialist will work specifically with identified first grade students and second grade students who missed Reading Recovery in 2000-01. The Literacy Specialist will provide frequent professional development support to all instructional staff, at faculty, team, and other meetings.	<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	ongoing 9/15/01 - Identified caseload; 10/01 - PD support schedule; 3/02 & 6/02 - significant improvement in rdg. levels for caseload.	<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	Literacy Specialist
2, 2 6	The staff and the Arts committee will develop an articulated, developmentally appropriate K-5 physical education curriculum which includes a variety of multi-sensory activities such as dance, physical games, yoga/movement, and capoeira. Students will engage in these activities for 100 minutes each week. A qualified bilingual teacher will implement the physical education curriculum, in conjunction with consultants and volunteers, as decided by each grade level team.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	9/01 - P.E. Teacher hired for selected grades 10/15/01 - Curriculum developed and approved by staff 2/02 - Evaluation of program by SSC reps.	<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	Arts Cmte.
2, 2 7	Staff, teachers, and SSC members and the Arts Committee will develop guidelines based on district and state standards for the implementation of an agreed-upon program in visual arts, drama, and music such that all students are provided with an acceptable and sufficient combination of classroom-provided and supplemental instruction in these areas. Student products from this program will be displayed in the hallways throughout the school year and in the local community. There will be an end of the year exhibition at which all student artists demonstrate their accomplishments.	<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	10/01 & Ongoing - Artwork in hallways, 5/02 - Formal Art Exhibition in school, community galleries and centers	<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	K-5 Teams
2, 2 8	Students will participate in ongoing, classroom-based visual and performing arts enrichment programs which expose them to rich English and Spanish language traditions, such as AIM, SF Opera, and SF Ballet.	<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	Attendance on field trips	<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	K-5 Teams

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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.

Buena Vista staff and parents will collaborate to implement a well-planned, consistent, and equitable K-5 supplementary program in the areas of physical education, and visual and performing arts. Students will receive a minimum of 100 minutes per week of movement/P.E./dance, and a comparable amount of visual and performing arts, and music.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 2 9	Staff will implement assemblies/activities where students will perform by grade levels for other students and parents, such as the Winter Program, Mother's Day Celebration, and at Carnival. Field trips, community events, and assemblies by visiting performers will introduce students to a variety of dance, music, and theater performances.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	10/01 - Master calendar of assemblies, field trips, and community events	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	K-5 Teams
2, 2 10	A music program will be developed and will be available to students at all grade levels to develop skills in melody, rhythm and meter. A music curriculum will be developed and implemented to assure program continuity. Musical instruments and equipment will be available in every classroom.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Instruments in classrooms (11/01); Music curriculum K-5 (11/01)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Arts Cmte.
2, 2 11	The staff and parents will continue to raise funds to support and improve the arts and physical education programs through grantwriting and fundraising activities. The BV SSC will facilitate an annual program evaluation process, for the continual improvement of these programs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	To increase/enrich student's P.E. experience.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	School Site Coalition, PTA

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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.

All Buena Vista students will demonstrate an increase in the conceptual understanding of mathematical ideas as evidenced in standardized tests, performance assessments, portfolios, and report cards.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 1	All staff will analyze data (SAT 9, SABE, 3rd grade Math performance assessment, PQR evidence, etc.) during the August PD days to determine key mathematical objectives and targeted outcomes and appropriate measures of success. Analysis of this data will be used to improve a few key teaching strategies, and to carry out instructional objectives in the annual Site Plan, the 2001-2006 Title VII plan, and the 2002-2005 PQR action plan. (NOTE: The activities for Priority 3, Objective 2 also address Priority 1, Objective 3)	<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	9/01 - Classroom roster-based analysis of student performance 10/01 - Intervention strategies fully implemented	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	V. Chávez, Principal, K-5 Teams
3, 1 2	All teachers and paraprofessionals will receive release time for ongoing professional development in mathematics. Designated teacher leaders will facilitate staff sharing of professional learnings at regular staff meetings and on professional development days. Examples of activities include math case study analysis and the use of technology in teaching mathematics. (NOTE: see also Priority 1, Objective 2)	<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	Ongoing 9/01 - PD Day Agendas Ongoing - Faculty Mtg. Agendas	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	V. Chávez, Principal
3, 1 3	Students will be given opportunities to practice and apply mathematical skills and concepts through learning activities across the curriculum in Science and Social Studies. Supplemental materials will be utilized to extend mathematical learning across curricular areas. Appropriate field trips will provide out-of-school experiences to students in support of classroom instruction.	<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	9/01 - K-5 Team Thematic Units 10/01 and ongoing - Student work, portfolios	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	K-5 Teams
3, 1 4	A schoolwide technology plan will address the integration of technology into the curriculum and the ongoing funding of computers, printers, software, repair contracts and teacher training. The technology committee brings together parents, teachers and administrators to plan, fundraise, and implement.	<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	Tech grants funded; Baseline tech needs met in each classroom (10/01); Technology plan completed (12/01)	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Technology Cmte.

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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.

All Buena Vista students will demonstrate an increase in the conceptual understanding of mathematical ideas as evidenced in standardized tests, performance assessments, portfolios, and report cards.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1	All students will participate in experiential-based/constructivist mathematics activities, as well as direct instruction on a daily basis to reach all learning modalities. Math manipulatives, hands-on activities, and problem-solving are key tools and activities in the math program. Teachers and paraprofessionals will use a variety of instructional strategies, including small group instruction, to address the learning needs of all students, including EDY, GATE, ELL, and SPED students.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	K-5 Teams
5		1 2 3 4 5 6	9/01 - Team curriculum units specify instructional strategies Ongoing - classroom observations of teachers and paras	1 2 3 4 5 6 7	

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Key:

**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.

BV staff, with support from parent volunteers, will implement K-5 classroom-based and whole school activities and strategies that promote a positive community, equity, tolerance, decency, and conflict prevention.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 1	Teachers/staff will continue to implement a classroom curriculum/program to address the issues of equity, tolerance and conflict resolution. Activities will be identified and a school-wide implementation program will be developed, including a year end evaluation. Field trips and assemblies and community resources will also be used to enrich this curriculum/program, as appropriate by grade level.	<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	9/01 - Review of standards & expectations; 10/01, 1/02, 5/02 - review of progress by staff; 5/02 - program eval. for SSC	<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	K-5 Teams (as approp. by grade) Administration
4, 1 2	A clear Code of Conduct or set of Community Standards will be reinforced through posters, assemblies, Actos de Bondad, and staff protocols for intervention. Staff, students, and parents will engage in ongoing dialogue about the Community Standards, and students engage in periodic classroom activities that illustrate the meaning of each Standard.	<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	10/01 - standards in place, disseminated, and visible 10/01 - classroom activities focused on community standards have occurred	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	K-5 Teams, School Site Coalition
4, 1 3	Paraprofessionals will engage in monthly training on proactive supervision and conflict management and resolution, for use during recess and lunch periods. A parent will organize lunchtime activities for boys and girls to reduce conflicts and encourage group participation.	<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	10/01 & Ongoing - Monthly meeting notes	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Paraprofessionals Verónica Chávez
4, 1 4	Students will study and discuss current events and issues in the school, community, and larger world on a regular basis. These activities will increase students' social and political awareness, and help them to make powerful connections between self, school, community, and world.	<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	9/01 - Topics/issues are in evidence in weekly K-5 team planning;	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	K-5 Teams, Admin.
4, 1 5	K-3 and 4/5 assemblies will be held once per semester at a minimum to promote a community standard and to address key issues. Actos de Bondad. Teachers use Community Circle, Actos de Bondad, and Spirit Day on a weekly basis to promote Community Standards and address key issues. Pre-K students will participate when appropriate and scheduling permits.	<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	9/01 - Assemblies scheduled 10/01 - Classroom strategies implemented weekly	<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	Principal

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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.

BV staff, with support from parent volunteers, will implement K-5 classroom-based and whole school activities and strategies that promote a positive community, equity, tolerance, decency, and conflict prevention.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 6	BV staff continues to improve the consistency of staff responses to incidents in the surrounding neighborhood that are safety and decency-related. The Safety-Whys group, Car 29 officer, and SF General resource people will visit classrooms and/or conduct safety awareness and risk avoidance sessions with students in K-5.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	K-5 Teams, paraprofessionals
		1 2 3 4 5 6	8/01 - Translucent fence in place 9/01 - Safety Whys classroom visits	1 2 3 4 5 6 7	

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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.

Parents representing all major student populations will be engaged in a variety of parent leadership roles.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 1	Tthe School Site Coalition, the staff, the PTA Executive Board, and various committees will collaborate to create a clear and coherent shared decision making structure and process for the school. These groups will also promote meaningful dialogue on important issues with parents of English native and Spanish native students. Key activities include annual revision and adoption of the School Site Plan and Budget, monitoring the implementation of the Program Quality Review and the Title VII grant, PTA and Latino Parent Group meetings, and the parent educational series.	<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	9/01 & Ongoing - Minutes from mtgs. of the SSC, ELAC, PTA, and other cmtes. 9/01 & Ongoing - Needs of ELL students reflected in Site Plan	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	School Site Coalition
5, 2 2	Educationals for parents of all students, including ELL, SPED, GATE, and EDY students, will be held on a monthly basis, in conjunction with PTA and Latino Parent Group regular meetings, or on weekends. These Educationals will include the following topics: how to support student achievement in reading and mathematics at home and in the community, how to provide effective assistance as a classroom volunteer, sex education, responsible decision-making, and social issues.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	10/01 - Calendar of parent educationals disseminated, attendance rosters	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Principal; PTA Exec. Board
5, 2 3	A parent coordinator will continue and expand parent involvement in math and reading tutoring both in the classrooms, and at the before and after-school tutoring programs. The coordinator will work with grade level teams to coordinate the parent educationals during the year.	<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	10/01 - Parent/community coordinator hired; 11/01 - before and after-school tutoring programs functioning; parent/communit volunteer rosters	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Admin.

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**Programs in District Schools  
2001/2002**

**Buena Vista Alternative School**

Priorities Addressed					PROGRAM
PR1	PR2	PR3	PR4	PR5	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	California Reading & Literacy Project--RESULTS
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IASA Title VI
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading Recovery
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	School Site Comprehensive Title VII Grants