

DRAFT

San Francisco Unified School District

Clarendon Elementary School

School Site Plan for 2001-2002

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

Process for Data Analysis

Four areas of data were used in developing this plan: STAR 9 content clusters; PQR findings in the areas of math reasoning and English writing conventions; a wide survey of families and staff evaluating our progress to date with priorities and expectations for next year; SSC, public hearing opportunities, staff review and standing committees input; and classrooms and district criterion referenced assessment outcomes.

Academic/Performance

Normed and criterion referenced data analyses as well as PQR and survey outcomes indicates significant progress with addressing our priorities to move our students into the 4-9 stanines as well as increase strategies in reasoning and writing conventions. Staff input indicates a need now to increase our skills in differentiating instruction and addressing a diversity of students in classrooms including classroom technology.

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

Areas of Success/Progress/Achievement

PQR outcomes demonstrates that 80% of students passed their criterion referenced assessments in math reasoning and English writing conventions. 25 of 25 classrooms consistently utilized SST and classroom assessments in support of normed data to monitor and determine grade level and above grade level growth. 86% to 89% of families reported satisfied or very satisfied with students' achievement.

Areas of Concern

1. Staff and parents indicate survey and stated interest in increasing the collaboration among the two parent groups. Staff closely collaborates as developmental level teams and as a faculty already.
2. Parent and teacher surveys indicate growing need for and interest in integrating technology into classroom core curriculum as opposed to a technical oriented technology center approach.

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

Current Programs

Continuing PQR emphasis on reasoning and writing conventions classroom focus; increased supplemental support for at risk learners and those needing personal support; in depth Student Success Teams in each classroom; technology planning committee; configuration and collaboration teacher and parent task forces; staff development initiative to use and understand the new teaching standards; mentor teachers.

Clarendon Elementary School

School Year: 2001/2002

Vision Statement

CLARENDON'S VISION STATEMENT

Clarendon is a safe nurturing, academic place where children can develop to their greatest potential using their own strengths and the knowledge and abilities of others. Our expectation is to enable our children to develop as successful, life long learners and leaders in our democratic, richly diverse communities. We believe that sharing common goals and working to achieve them are important. Our children are our future and their education is a joyous responsibility.

CLARENDON'S MISSION

Our mission is to create a community of children, staff, parents and others who work together to facilitate growth for all and to create a high-quality learning environment which respects children as individuals and enables them to move towards the realization of their own full potential as human beings.

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

Priority Area	Objectives	Measures	Major Benchmarks
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.	By STAR 9 testing, 75% of 3rd to 5th graders will demonstrate at least one stanine growth as indicated in content clusters.	STAR 9 outcomes reports; staff data analysis workshop conclusions	June 01 coordinating committee and SSC will review data analysis August 01 staff development data analysis workshop and PQR goals assessment September 01 implement instruction in 26 of 26 classrooms based on assessment outcomes
	By April 02, at least 80% of students K-5 will demonstrate at least a one point growth on the reasoning and writing conventions progress assessments.	December February and April PQR based reasoning and writing criterion referenced assessments and staff data analysis outcomes	August 01 staff reviews and finalizes the rubric and procedures for ongoing assessments December 01, February 02, April 02 criterion referenced assessments are conducted school wide and analyzed April 02, May 02 staff analysis and plan revisions based on data outcomes as reported in staff minutes
	By December 01 technology support will be integrated into weekly classroom activities in areas which address evaluative comprehension and research and writing in support of the PQR goals.	Teachers needs assessment surveys; technology planning committee analysis of needs and resources; progress analysis from PQR data assessments	June 01 Technology committee will publish a budget based on programs need and resources available August 01, October 01 staff will modify technology uses as extensions/enrichment to core curriculum December 01, February 02 criterion referenced assessments indicate changes in reasoning, research, writing

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

Priority Area	Objectives	Measures	Major Benchmarks
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.	By September 01, 26 of 26 classrooms will have regular Japanese or Italian language instruction delivery on a weekly schedule and increasingly as part of daily instruction.	*weekly lessons plans review by principal; *Japanese and Italian language specialists' instructional plans and schedules	August 01 Japanese and Italian language specialists conclude contracts with parent groups September 01, November 01, February 02 lessons plans review by principal and grade level teams August 01, January 02, April 02 language specialists progress review with principal October 01 language specialists will begin monthly participation in grade level team meetings November 01 language specialists and classroom teachers will integrate of content-language materials January 02 staff development will critique use of language and culture materials with core curricula
	By January 02 students in 21 of 21 K-5 classrooms will be participating in Japanese or Italian language activities related to core curriculum	Principal observation; language specialists lesson plans; grade level planning minutes	September 01 Foreign Language Proficiency (FLP) pretest administered and analyzed May 02 FLP post test administered and analyzed June 02 staff development includes data and recommendations from assessments
	By May 02 at least 45 % of students will demonstrate one sublevel growth in Italian or Japanese language proficiency based on :September 01 Foreign Language Proficiency (FLP) pretest administered and analyzed and May 02 FLPpost test administered and analyzed	FLP pretest and post test administration and analysis	

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.

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

Priority Area	Objectives	Measures	Major Benchmarks
<p>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.</p>			
<p>V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.</p>	<p>By June 02 JBBP and 2nd Community parent groups will have planned and completed at least six school wide activities which combined the resources of both parent groups.</p> <p>By January 02 the joint parent group technology committee and the staff technology curriculum committee will complete the development of a technology curriculum and resources allocation plan for the school.</p> <p>By November 01 Clarendon parent groups will sponsor two K-5 language tracks respectively: JBBP continues standards based Japanese language and culture activities and development and 2nd Community implements Italian language and culture activities and development as components of core curriculum.</p>	<p>School portfolio; minutes of parent groups; minutes of planning committees;</p> <p>minutes of parent group technology committee; technology curriculum reports to staff; plan review notes from staff and parent meetings</p> <p>program committee minutes; JBBP PAC executive committee and 2nd Community Cocouncil minutes; language specialists contracts with each parent group; unit plans for Italian and Japanese instruction; staff development syllabi for both language tracks</p>	<p>October 01 both parent groups formalize a plan for joint 2001-2002 activities January two activities completed and Juneremiaining 4 activities completed</p> <p>July 01 continue joint parent group computer activities; August 01 form the staff technology curriculum committee; September 01 monthly reports to staff for staff feedback begin; December 01 complete survey of research on effective integration of technology, language and literacy; January 02 report to staff plan draft</p> <p>July 01 JBBP and 2nd Community parents complete contracting with language specialists using parent funds September 01 semiweekly classroom instruction begins with language specialists August 01 staff inservice in Japanese and Italian foreign language instruction standards for each program October 01 joint staff and parent language programs committee will publish the 2001-2002 syllabus November 01 language specialists and</p>

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

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

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

By STAR 9 testing, 75% of 3rd to 5th graders will demonstrate at least one stanine growth as indicated in content clusters.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 3	September 01 to June 02 implement instruction in 26 of 26 classrooms based on assessment outcomes and modified by at least one midterm progress assessment and compliance review of core curriculum instructional minutes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	6/01 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"/>	Whloe Staff Romines,Kenneth R
1, 1 4	August 01, October 01, January 02 staff will complete an inservice series designed to review PQR goals, current assessment data, technology, critical thinking and increase staff proficiency with the California Teaching Standards and technology integration as related to teaching-learning effectiveness	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	2/02 June 01 complete survey of at standard and PQR guidelines by staff August 01 complete staff development syllabus with coordin.com February 02 staff survey regarding standards implementation	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	coordinating committee Romines,Kenneth R
1, 1 8	10/01 parent groups liaison leadership, principal and family liaison will identify and implement at least six collaborative activities which involve families and students from both programs with staff over the school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	6/02 Identified students will receive additional support.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Whole Staff
1, 2 2	August 01 opening staff development will include program based scope and sequence introduction of critical thinking, technology, Japanese and Italian stadard based curricula and by 9/01 all classrooms will have scheduled and implemented Japanese and Italian language instruction (appropriate for JBBP or 2nd Com.programs) as part of as part of a core curriculum plan.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	8/1 6/1 complete agenda draft and materials orders 8/01 principal, coordinating team, technology and language specialists review scope and agenda 9/01 coordinating and technology teams verify opening curricula integration	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	coordinating committee Dyer,Margaret

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.

By April 02, at least 80% of students K-5 will demonstrate at least a one point growth on the reasoning and writing conventions progress assessments.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 2 4	9/01 staff will complete technology and critical thinking curricula integration training and students in both programs will complete the foreign language proficiency pretests for 10/01 review and instructional modifications	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	10/01 11/01 instruction and training planning in 26 classroom will reflect standards based Japanese or Italian language instruction and critical thinking and writing	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Whloe Staff
1, 2 4	8/01-6/02 focus of all school assets will be used to support students with emphasis given to students who score below the 50% on the Stanford 9 through continuing staff collaboration especially in the areas of academic gain, personal growth, access to site assets and cultural enrichment for all 575 students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	6/02 monitoring and reflection regarding equity and opportunity among all students	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	coordinating team; staff Romines, Kenneth R

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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.

By September 01, 26 of 26 classrooms will have regular Japanese or Italian language instruction delivery on a weekly schedule and increasingly as part of daily instruction.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 1	June 01 coordinating committee and SSC will review spring 2001 data analysis and prepare staff development agenda and site sources and assets	<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 June 01 coordinating committee and SSC will review data analysis August 01 staff development data analysis workshop and PQR goals assessment September 01 implement instruction in 26 of 26 classrooms based on assessment outcomes	<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	Whole Staff Garfield,Diane S
2, 2 2	10/02bimonthly grade level teams will reviewsuccessful writing and math reasoning lessons as a way to support and enrich each other and new teachers.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Analyze data in order to stategically plan instruction to address specific areas of improvement resulting in mproved achievement in writing for all students.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Grade Level Chair
2, 2 3	11/01-6/02 teachers, technology, artists, library technician and parent groups will insure that standards based language curriculum intergrates and is contextualized in catural qualities, elements and activities to support acquisition and transfer of language knowledge.	<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	6/2 11/01-6/2 two language tracks are fully implemented in 26 of 26 classrooms	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	staff; parent group consultants; Romines,Kenneth R
2, 3 1	9/01-1/02 language specialists will implement twice weekly instruction in Japanese and Italian	<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	1/02 Their participation in these professional development activities will improve their ability to deliver instruction in all areas of the core curriculum.	<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	language specialists

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By May 02 at least 45 % of students will demonstrate one sublevel growth in Italian or Japanese language proficiency based on :September 01 Foreign Language Proficiency (FLP) pretest administered and analyzed and May 02 FLPpost test administered and analyzed

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 3 3	8/01-1/02 the parent group technology committee will be expanded to include staff from both programs and begin biweekly curriculum and resources evaluation and planning activities of two language instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	9/01 8/01 expanded committee begins monthly meetings and reporting	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Technology Romines,Kenneth R
2, 3 4	1/02-5/02 twice weekly instruction will by langugae specialists will continue in 26 of 26 classroom and classroom teachers will weave Japanese and Italian into daily activities and cultural work	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	5/01 9/01, 1/02 and 5/02 language proficiency testing	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	teacher; language specialists
2, 3 4	By 7/01 funding will be allocated for Japanese and Italian language specialists, software and literature by both parent groups and the principal to implement instruction as part of core curriculum by 8/01	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	9/01-6/02 langugae specialists and technology supports language instruction the increased reading and thinking achievement of LEP and all other 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"/>	parent groups Romines,Kenneth R

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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.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 1	8/01; 11/01; 1/02 staff development activities will include review of PQR based goals, student progress reflected in classroom assessments and strategies for modifying or enriching instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	4/02 9/01-6/02 teachers will employ a variety of successful instructional strategies in their classrooms.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Grade level Chair; coordinating team Romines, Kenneth R
3, 1 2	8/01; 11/01; 1/02 staff development and program teams minutes will reflect increasing integration of standards based Japanese and Italian language instruction into weekly activities as a complement of core curriculum.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1/02 2/02 all classrooms will include either Japanese or Italian as part of core curriculum content	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	program teams Dyer, Margaret
3, 1 3	2/02 technology and coordinating committees will produce a plan for 2002-2003 designed to make core curriculum (including Japanese and Italian languages curricula) and technology resources available to students while giving them "hands-on" experience with the use of classroom based technology.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	2/02 2/02 Access to technology resources that support increased academic achievement for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	principal; technology com Romines, Kenneth R
3, 1 4	9/01-5/02 all 26 classroom teachers and library tech. supervise integration of continuing standards based instruction and assessments into core curriculum activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	5/02 10/01-5/02 monthly staff reports to staff meetings	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	lang specialists; tech. staff Kenny, Darlene A

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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.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 1	9/01-6/02 technology based teaching and learning strategies will reflect diversified teaching based on ELL, SPED (inclusion & RSP), GATE and EDY students needs and growth including appropriate core content instructional minutes	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	6/02 10/01-4/02 reviews of planning and implementation will reflect adjustments	<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	grade level teams Romines,Kenneth R
4, 1 2	12/01 classroom and school technology will start to become an ancillary resource for standards based language instruction	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	1/02 11/01 technology committee plan includes classroom language support	<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	Romines,Kenneth R
4, 1 3	6/01 parent groups will finalize budgets and inform principal of technology, arts, culture and language program allocations for curriculum planning purposes.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	6/01 8/02 school year begins based on new allocation strategies of parent groups and ancillary funds	<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	parent groups; principal Nguyen,Dang C
4, 1 4	10/01 technology staff will begin intergrating langugae support software into classroom computers for use a part of core curriculum	<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	Open home/school communication and effective implementation of the school plan.	<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	School Site Council
4, 1 5	10/01; 1/02; 4/02 technology committee will quality control curricular integration of technology resources to determine strategies for enriching core instruction particularly in higher level thinking, math reasoning and the rhetorical interaction between writing forms and comprehension.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	6/02 6/02 writing, math and higher level thinking k-5curriculum woven into classroom core curriculum technology	<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	tech. com.; coord. Kenny,Darlene A

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**Programs in District Schools
2001/2002**

Clarendon Elementary School

Priorities Addressed					PROGRAM
PR1	PR2	PR3	PR4	PR5	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	After School Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Arts Education Collaborative
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Beginning Teacher Support & Assessment (BTSA)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exploratorium Inquiry Institute
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Junior Achievement
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peer Assistance & Review (PAR)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	San Francisco Education Fund: (list)