

DRAFT

San Francisco Unified School District

Dr. Charles R. Drew Elementary School

School Site Plan for 2001-2002

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Dr. Charles R. Drew Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
2001/2002

Process for Data Analysis

Beginning in August 2000 and throughout the school year, staff analyzed, reviewed, and used multiple sources of data assessment to determine the instructional needs of students. This ongoing review process included: disaggregating Spring 2000 SAT9 data by gender, ethnicity and language proficiency of students; reviewing the progress of identified students performing on the Q1-Q2 on SAT9 by staff and other support services; employing varied assessment practices including diagnosis and ongoing monitoring of student work to document their progress and improve student achievement; Review and monitor the progress of identified Q1-Q2 students on SAT9 by staff every grading period through their report cards and performance tasks.

Academic/Performance

- All students especially AA, ELL Latino students demonstrated significant gain at the SAT9 test in the areas of Reading Comprehension Vocabulary, Language, and Spelling in Spring 2000
- Charles Drew met its API target for 1999-2000
- The school tested over 95% of students on SAT9
- First grade students showed significant growth on the ABC assessment test by June 2000

Dr. Charles R. Drew Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
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Areas of Success/Progress/Achievement

- All students especially AA, ELL, Latino students will demonstrate a significant gain at the SAT9 test in the area of Reading Comprehension, Vocabulary, Language, and Spelling.
- An increase in the percent of 4th grade students passed the IWA with a score higher than 6
- Increase appreciation of student's cultural learning styles and diversity throughout the year.
- Parents, staff and students worked together to deepen their knowledge of the history, contributions and contemporary issues of different cultural group through parent in-services: PAG, SSC, SAC, and BAC meetings and focus group.

Areas of Concern

The following areas of concern were identified in a review by parents and staff:

- 50% of the school's teachers are on an emergency or temporary credentials
- 20% of the parents have visited the school for a parent conference, educational program, informational and/or planning meeting.
- Alignment of curriculum and instruction with state standards and frameworks is incomplete, particularly in the area of language arts and mathematics.
- There is an uneven implementation of balanced, systematic reading instruction.
- The student Health Survey indicates an area of concern related to student's attitudes and understanding on fighting and cooperation etc.
- A need for a Behavior Modification Plan for students who demonstrate negative actions, negative language, fighting to resolve issues and student-to-student interactions.

Dr. Charles R. Drew Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
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Current Programs

- Teachers collect and score student writing samples using the District's and Dr. Drew writing rubric three times a year.
- Student portfolio, projects, performance tasks, sight word lists, profile cards, individual promotion sheet, test preparation, formal and informal teachers' observations, an running records used throughout the school year to plan and revise instruction during the four District grading periods.
- All teacher and faculty participate in a series of on site professional development to improve Literacy. In grade level groups, and whole staff groups decision made about how to incorporate Literacy Place into the existing language arts curriculum.
- All paraprofessionals work with targeted students requiring help with Math, Language Arts, and Reading Skills. Paras utilize instructional methodologies that are matched to the students' needs.
- Principal/Site Manager/teachers of shared space for Dr. Drew Elementary School and Dr. Drew Children Center will meet, discuss, and plan for collaboration of ECD/ELEM. Programs time allotted of shared space to meet, agree, and sign a memorandum of understanding.

Dr. Charles R. Drew Elementary School

School Year: 2001/2002

Vision Statement

The vision of Dr. Charles R. Drew Alternative School is to ensure that all of our students achieve to their maximum potential in all areas of the curriculum. We will accomplish this by ensuring that the primary goal for each and every activity that students, staff, and parents engage in is the enhancement of student achievement.

All curriculum decisions and activities at Dr. Charles R. Drew School are governed by the school philosophy:

- All children are born learners.
- All educational activities should be developmentally appropriate with an interdisciplinary focus.
- The best academic environment allows for active learning and exploration of materials.
- Learning activities will enhance the joy of learning.
- Integrated whole language approach to learning.

Dr. Charles R. Drew School seeks to preserve the natural joy of learning that children bring to school. The vision of Drew is to send students to the sixth grade with high self-esteem, solid academic skills, ability to solve problems, and multiethnic friendships built through learning and exploring together.

Action Plan Overview
Dr. Charles R. Drew Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
<p>I. Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.</p>	<p>A. School will achieve its API targets for all significant sub-groups B. 20% of students at the below average proficiency level of reading comprehension will move to the average level; 15% from average to above average C. 43% of students will score at basic level or above on writing proficiency test 20% of students at the below average level D. 10% of students at the average proficiency level in mathematics will move to the above average level; 10% from average to above average</p>	<p>1) SAT 9 2) Integrated Writing Assessment</p>	<p>1) By Sept. 15, staff reviews data from previous year and creates a profiles for each class of student skills needs 2) Monthly grade level meetings to review student work samples of reading responses and math problem solving using high, medium, low performing student work 3) School-wide writing samples and scoring by all teachers to monitor student writing (November, April)</p>
<p>II. Academic Achievement: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.</p>	<p>A. All students will be enrolled in the core curriculum classes for the required number of instructional minutes B. All students identified as “at-risk” by analysis of performance, attendance, and other data will receive support activities and/or extended learning time C. All students will use adopted instructional materials (texts, supplemental materials)</p>	<p>1) Master schedule and student programs 2) Individual learning plans 3) Teacher lesson plans 4) Check-out of materials used</p>	<p>1) Review individual student enrollment in classes and assigned supplementary services by principal and counselors in September and January 2) Monthly SAP/SST meeting and review of student progress 3) Monthly review of long-range teacher lesson plans by principal</p>

Action Plan Overview
Dr. Charles R. Drew Elementary School
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Priority Area	Objectives	Measures	Major Benchmarks
<p>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.</p>	<p>A. All teachers / staff will review and use the District Standards and Core Curriculum as the foundation for planning their instruction B. All staff will develop and use the Literacy Scope and sequence to establish short and long range lessons at each grade level C. All students will participate in grade level math activities, projects and investigatory units D. All teachers and principals will participate in professional development activities designed to promote student achievement.</p>	<p>1) IWA 2) SAT9 3) Individual Professional Growth Plans</p>	<p>1) Individual professional growth plans completed by all in August and reviewed by principal in January and May 2) Quarterly review of student writing products in each content area using a writing rubric aligned with Standards</p>
<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>A. Suspension rate will decrease by 20% B. Attendance will improve by 2% to reach 98% C. Monthly crime reports will show a decrease in incidents of violence D. All students will receive 30n hours of health education. Six hours will address tobacco and drug prevention</p>	<p>1) Monthly suspension reports 2) Monthly attendance reports 3) Monthly crime reports</p>	<p>1) Monthly review of reports by principal shared with teachers; record of classroom interventions collected each semester 2) Semester review of lesson plans related to health</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>A. Attendance at parent conference will show an improvement over previous year, improving from 50 to 60% B. Parent survey will indicate that they feel more informed and engaged than in previous year</p>	<p>1) Classroom attendance report of Spring and Fall Parent Conferences 2) Parent Satisfaction Survey (Spring)</p>	<p>1) Teacher phone logs/parent contacts on monthly basis; analysis of parent attendance following November conferences 2) Review results of parent survey (September) 3) Administration of parent survey (March)</p>
<p>VI. Additional Priority: Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP)</p>			

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
, 1 1	<p>1. Staff will analyze, review, and use multiple sources of data assessments and accountability system by:</p> <p>a) disaggregating Spring 2000 SAT9 data by gender, ethnicity and language proficiency of students.</p> <p>b) defining and coordinating the use of Dr. Drew’s Language Arts Profile Cards and District’s Writing Rubric, student portfolios, and writing samples.</p> <p>c) employing varied assessment practices including diagnosis and ongoing monitoring of student work to document their progress and improve student achievement.</p> <p>d) reviewing the progress of identified students performing on the Q1-Q2 on SAT9 by staff and other support services.</p> <p>e) monitoring the progress of identified Q1-Q2 students on SAT9 by staff every grading period through their report cards and performance tasks.</p> <p>f) Results of the comprehensive needs assessment surveys for teachers, students, and parents will be tabulated and utilized in planning the standards - based program for the entire school.</p>	<p>☒ ☒ ☒ ☒ ☒ ☒</p> <p>1 2 3 4 5 6</p>	<p>1) After analyzing the Spring 2001 SAT9 data, teachers will align Dr. Drew’s Language Arts Curriculum with the SFUSD Standards at the on-site staff development to identify clear objectives and student outcomes; and design appropriate strategies/programs to meet students’ needs.</p> <p>2) Teachers will collect and score student writing samples using the District’s and Dr. Drew writing rubric three times a year.</p> <p>3) Student portfolios, projects, performance tasks, sight word lists, profile cards, individual promotion sheet , test preparation, formal and informal teachers' observations, and running records will be used throughout the school year to plan and revise instruction during the four District grading periods.</p> <p>4) All students especially AA, ELL. Latino students will demonstrate a significant gain at the SAT9 test in the areas of Reading Comprehension, Vocabulary, Language, and Spelling by Spring 2002.</p> <p>5) Teachers will include</p>	<p>☒ ☒ ☒ ☒ ☒ ☐ ☐</p> <p>1 2 3 4 5 6 7</p>	<p>Literacy Committee Principal All Teachers</p>

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

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1	<p><i>Staff will utilize effective and challenging standards-based, academic content instructional strategies to develop vocabulary and concepts to improve the reading and writing skills of all students by:</i></p> <p>a) reviewing and using the District Standards and Core Curriculum as the foundation for planning their instructions.</p> <p>b) developing the Literacy Scope and Sequence to establish short and long range lessons appropriate to their grade levels.</p> <p>c) using modifications and adaptations in lesson to address the needs, learning styles, outcomes, and language needs of the students.</p> <p>d) providing daily direct instruction to identified 1st grade students performing below grade level by Reading Recovery teachers.</p> <p>e) conducting literacy groups (one- on- one or small groups) to provide daily instruction to identified students throughout the year by Reading Recovery Teachers. Gr. 1 teachers and a Reading recovery teacher will utilize the Sing, Spell, Read, Write Phonics Program to develop student phonemic awareness program and phonetic skills throughout the year.</p>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	All Staff Principal
2		1 2 3 4 5 6	1) All students specially AA, Latino, GATE, SPED and ELL will show a significant growth in the SAT9 subtests in reading comprehension, vocabulary, language, and spelling by Spring 2002. 2) Teachers will implement the Literacy Scope and Sequence and monitor skills taught that reflect outcomes, and sequenced activities on a regular basis. 3) Teachers' lesson plans will be collected every three weeks to provide evidence of effective instructional practices. 4) First grade students served by Reading Recovery teachers and reading at level 16 will discontiune program by May 2002. 5) First grade students will show significant growth in the ABC Assessment test by June 2002.	1 2 3 4 5 6 7	

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Key:

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, 1	CONTINUATION OF ACTIVITY #2	<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 checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	RSP Teachers
2	<i>Staff will utilize effective and challenging standards-based, academic content instructional strategies to develop vocabulary and concepts to improve the reading and writing skills of all students.</i>	1 2 3 4 5 6	7) First grade students served by Reading Recovery teachers will read at level 16 and discontinue program by May 2002. 8) RSP staff will provide Slingerland instruction to 3rd grade students to improve manuscript and cursive writing during the year. 9) RSP staff will provide a Slingerland Multisensory Approach to increase literacy in K-4 grades throughout the school.	1 2 3 4 5 6 7	Reading Recovery Teachers

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1 4	<p><i>Coordinate a variety of school resources to enhance teaching and learning by:</i></p> <p>a) maintaining and monitoring instructional materials which are located in central locations and accessible to all teachers.</p> <p>b) using current SFUSD adopted literacy place and supplementary materials to reinforce, enhance, and enrich student learning.</p> <p>c) using categorical and supplementary funds to enhance and support programs for improved student learning.</p> <p>d) providing direct instruction to identified low performing first grade students by reading recovery teachers.</p> <p>e) adapting and modifying regular educational practices for RSP students.</p> <p>f) providing and integrating Specially Designed Academic Instructions (SDAIE) and content based literature to ELL students.</p> <p>g) preparing a written description of effective classroom practices leading to high achievement which include, but not limited to, flexible instructional grouping, tiered assignments, interest center, independent projects. specific curriculum such as Great Books, etc. to meet the needs of GATE students.</p> <p>h) utilizing various types of technology in the classrooms and computer lab across curriculum.</p> <p>i) An After School Tutorial Reading Program for targeted Gr. 2-5 students who are the Q1-Q2 SAT9 2000 will be held 3 days a week for 90 minutes daily to enhance their reading skills.</p>	<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	1) At the end of academic school year all scholastic literacy materials are collected, catalog and stored. Science materials are maintained on going basis. 2) Teachers will use current SFUSD adopted Literacy Place and supplementary materials (i.e. Bell Works, Math Steps, Soar to Success) that are aligned with District standards to communicate key subject matter concepts consistently. 3) After school tutorial program to support language Arts and Math skills. 4) First grade students served by Reading Recovery teachers and reading at level 16 will deserve time program by May 2002. 5) RSP staff will provide a Slingerland Multisensory Approach to increase literacy skills of RSP students in Grades 2-5. 6) ELL students will improve their English language proficiency as measured by LALAR and SAT9. Translator will be provided at conferences. 7) Gate coordinator will meet as needed with teachers of GATE/High Potential students to determine appropriate	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff Principal

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, 1 5	<i>Sustain professional development focused on teaching and learning improvement which include:</i> a) staff collaboration to address instructional improvement and personal growth based on school priorities, individual student, teacher, paraprofessional and volunteer needs. b) presentations/workshops on cultural diversity issues with special emphasis on our students represented ethnicities/populations including the girls and women. c) provision of New Teacher Support System. d) Principal, Literacy Committee and Resource teachers will provide support and modeling of lessons for the implementation of literacy curriculum during the year and as needed. e) Staff and administrator organize and plan various meetings and professional growth activities at the beginning and end of the school 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	1) All staff will collaborate effectively during monthly staff development days, (3 Consent Decree, 3 District Staff Development days) to promote professional growth and monitor student progress and performance. 2) Increase appreciation of student's' cultural learning styles and diversity throughout the year. 3) The school will provide and sustain a new teacher support system through the BTSA program. Drew's resource teachers, administrator and colleagues which includes orientation, grade level and curriculum meetings, modeling lessons, planning, support providers, and UBC advocates for new teachers throughout the year. 4) Staff will participate in monthly grade/curriculum meeting to reflect with their colleagues on curriculum improvement and instructional alignment with School Site Plan and identified student needs. 5) Staff will engage in ongoing professional growth learning opportunities provided in and out of the District (e.g.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff Principal Literacy Committee

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1	<i>Coordinate school services and programs to address student needs</i>	<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 checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Staff
6	<i>design and implement effective strategies by:</i> a) forming a Program Quality Review (PQR Leadership Team) to assist in the PQR process. b) providing and modeling literacy strategies and techniques for all teachers, paraprofessionals, and volunteers. c) utilizing the services of paraprofessionals who work with students to reduce class size and assist with instructions in all curriculum areas. d) coordinating the Conflict Management Program. e) utilizing various committees such as SSC, PAG, UBC, etc. in planning, evaluating, and monitoring school programs. f) integrating poetry, music and movement with language, math, history/social science through the Orff Schulwerk consultants, SF Ballet, Zaccho Dance Company. g) reviewing, evaluating, and approving the School Site Plan and establishing a new budget annually and if necessary making modifications to the plan that reflect changing needs and priorities by the School Site Council. h) the administrator and teachers will insure that students are placed in programs with support services that meet the needs for special populations including ELL, SPED, and GATE. i) Perceptual Motor Program will develop spatial, gross and fine sensory motor skills in students in Pre k-2 thus improving academic achievement. j) Pre-k-Gr. 2 teachers will continue implementing the High Scope Cognitively curriculum to encourage oral language interaction among peers/students.	1 2 3 4 5 6	1) The Administrator and 3 teachers will attend the mandatory 2-day PQR training on September 11-12 to form a leadership team, formulate 2 essential questions as part of the review process, create a working action plan for 3 years (SY 2000-2003) directly related to the improvement of teaching and learning. 2) During Pre-Service days staff will be inserviced on Literacy Place and will review materials and assessment. 3) Paraprofessionals will be placed in grades K-3 to work directly with students. 4) Healthy Start Worker and Elem. Advisor will conduct Conflict Management Training for students and new teachers. She will coordinate its implementation from September 2001 to June 2002 to support social and academic growth; enhance student problem solving skills throughout the school. 5) SSC and PHG will meet monthly. UBC will meet on an "as needed" basis to plan and monitor school programs. 6) Collaborate with music and art consultants to provide an	1 2 3 4 5 6 7	Principal PQR Consultants Leadership Team

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, 1 7	<i>Engage families, other community members, and business organizations as full partners in learning with the following ways:</i> a) The administrator will share the disaggregated Spring SAT9 test data and the SFUSD Standards with parents/families. b) The administrator, teachers, Healthy Start Worker, Elem. Advisor and families will be involved in the SST/IEP processes to identify support services for students with special needs. c) Continue and expand parent involvement through Kindergarten Orientation and Getting to Know You sessions, Winter Holiday Program, African American History Program, MLK Assembly/March, Parent/Volunteer Appreciation Receptions, School Book Fair, Parenting Classes. d) Administrator, Elem. Advisor, Staff will communicate with parents regularly through the weekly Parent Newsletter and phone calls. e) Parents and families will attend literacy workshops	<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	1) At the September 2000 Back-to-School-Night and SFUSD mandated Parent Conferences, staff will inform parents and families about the Spring SAT9 test results and discuss the SFUD Standards. 2) Regular SST meetings will be held to identify support services for students. 3) Classroom teachers and RSP teacher will plan/revise students' IEPs on a regular basis. 4) Parents will be informed of assemblies and programs through parent newsletter and flyer. 5) Student attendance will be monitored through daily phone calls. 6) Two family literacy workshops (Fall/Spring) will be held to provide families with strategies on how to help their children with literacy skills and assignments at home. Students will be prepared for entering school. 7) Volunteers will provide additional literacy instructional support to enhance student learning from September 2000 to June 2001. 8) Interested students and families will be encouraged to	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff Principal Business Partners Partners In Education

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, 2 1	Staff will analyze, review, and use multiple sources of data assessments and accountability system by: a) In August 2000, teachers will analyze disaggregated SAT 9 test results by gender, ethnicity, and level of language proficiency resulting in goal setting and new strategies to be used to help raise Math SAT 9 scores and quality of work. b) Teachers will continue to assess students proficiency in mathematics using different tools such Math journals, portfolio, math criterion reference tests to determine student progress and improve student achievement.	<input checked="" 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	1) Q1 and Q2 students (AA, L, ELL) test scores will be raised to five or more NCE points in the SAT9 Math problem solving skills and procedures by Spring 2001. 2) Students will show a gain of five or more NCE points Spring 2001 SAT 9 Math subtests (problem solving and procedures).	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff Principal

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, 2 2	<p><i>Staff will utilize effective and challenging standards-based, academic content instructional strategies to develop concepts and improve the mathematical skills and thinking of all students through the following ways:</i></p> <p>a) Professional Development: All teachers and principal will participate in at least two Prof. Dev. opportunities, including, but not limited to: participation in the Exxon Mathematics Project. Prof. Dev. will focus on: enhancing teachers own mathematical proficiency, best practice use of hands-on math manipulatives, effective implementation of instructional materials; alignment of instruction to state and district standards; development of grade level performance-based problem solving tasks administered to students each semester.</p> <p>b) Instructio: Students will participate in grade level mathematical activities, projects, and investigatory units with real-life applications that allow them to communicate their mathematics problem solving and reasoning abilities. Student will write in math journals to communicate their math thinking using appropriate approaches at least twice a week. Teachers will share student journals at on-site staff development days.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p>1) semester review of student work samples against standards. 2) work group time will be provided quarterly for grade level planning and review of student work against standards/rubrics. 3) math scores of AA, Latino, ELL students will increase to 5 or more NCE points on SAT9 by Spring 2002 4) Third grade students passing rate on the Math Performance test will be at least 50%.</p>	<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"/>	Principal Math Committee

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, 2 3	<p><i>Coordinate a variety of school resources to enhance teaching and learning environment by:</i></p> <p>a) RSP staff will provide math computation materials in an organized, sequential binder format for all 3rd, 4th, and 5th grade classes. Consultation and in-class support will be provided as needed or at least 2 times per week in every Grade 3-5 classroom. Grade 1-2 RSP students will receive individual or small group instruction in math as determined by their IEPs.</p> <p>b) All staff will provide direct instruction in real-life math applications to identified RSP students. Manipulative materials will be utilized to enable students to participate in reality-based situations requiring mathematical applications.</p> <p>c) The IRISE office and SFUSD Exxon Mini Math Grant will provide release days by grade level so teachers will learn new ways to supplement MathLand, using exemplary new curriculum like <i>Investigations in Number, Data, and Space</i>; and to continue to learn about teaching and learning through classroom research and collaboration.</p> <p>d) The USP Math/Science Team will provide support for classroom teachers in using supplementary activities that promote specific learning outcomes for all students.</p> <p>e) The Principal, Math and Technology Committees will develop a plan to increase the use of technology to support the math curriculum in terms of problem solving and computational skills. The Accelerated Math Program will be used by Gr. 3-5 students to enhance their mathematical skills in the computer lab.</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p>1 2 3 4 5 6</p> <p>1) Standardized tests scores will indicate improvement in basic computation skills of Grades 2-5 students by Spring SAT9 2001. 2) RSP students will show at least five or more raw scores at Math SAT9 Math Problem Solving and Procedures in the Spring SAT 2001. 3) Increased/enhancement of mathematical skills of Gr. 3-5 students through technology during the year. 4) Increased knowledge of what is expected of each student at each grade level in Math from August 2000 to June 2001.</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>1 2 3 4 5 6 7</p>	<p>Math Committee K-5 Teachers</p>

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Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
, 2 4	<i>Engage families, other community members, and business organization as full partners in learning in the following ways.</i> a) Staff will continue familiarizing parents with the District Math Standards and California Framework at parent events e.g. Back-to-School Night, Family Math, Parent-Teacher conferences, etc. b) Volunteers from Advent Software will tutor targeted students in Q1-Q2 SAT9 Math on a weekly basis to improve their mathematical concepts and ideas. c) Conduct two Family Math Nights (Fall/Spring) to provide Math strategies to parents/guardians on how to best help their children at home. d) Encourage families to attend Afterschool or Saturday School Programs to enhance their children's math skills in computation and problem solving (i.e. High Gear, IRISE Saturday Academy, etc.). e) Selected Gr. 3-5 students will be involved in the Infusion One Program weekly to enhance their academic skills in Math through athletics.	<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	1) Increased parent awareness of the District Math Standards and California Framework during the school year. 2) Students will show a significant gain on the Spring 2001 Math subtests.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Math Committee, Teachers K-5

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

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

Key:

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
, 2 5	<i>Sustain professional development focused on teaching and learning improvement which include:</i> a) Math instructional improvement and personal growth based on school priorities, individual student and teacher needs. b) presentations/workshops on open-ended word problems and answering using manipulatives. c) provision of New Teacher Support System in aligning Math curriculum with District Standards. d) support and modeling of lessons for the implementation of Math curriculum during the year and as needed. e) all teachers to principal will participate in professional development for mathematics, including, but not limited to participation in Exxon Math minigrant professional development 1/2 days. f) professional development will focus on: enhancing teacher's mathematical proficiency; effective implementation of instructional materials; including manipulatives; alignment of instruction to state and district	<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	1) teacher's reflections upon their teaching practice including review of student work and other products during the school year. 2) new teacher establish professional learning goals, develop individual professional growth plans, and pursue that growth, using resources that include peer learning and mentoring professional organizations (i.e. Asilomar Annual Math and Science Conference, IRISE workshops, MARE, Urban Systemic Math and Science). 3) individual professional development 4) Individaul professional development plans 5) quarterly review of open ended problem scores 6) work group time at cluster meeting for grade level planning to reviewing of student work against standards.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Math Committee All Staff Principal

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

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

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
, 1 3	Coordinate a variety of school resources to enhance teaching and learning by: a) maintaining and monitoring instructional materials which are located in central locations and accessible to all teachers. b) using current SFUSD adopted literacy place and supplementary materials to reinforce, enhance, and enrich student learning. c) using categorical and supplementary funds to enhance and support programs for improved student learning. d) providing direct instruction to identify low performing first grade students by reading recovery teachers. e) adapting and modifying regular educational practices for RSP students. f) providing and integrating Specially Designed Academic Instructions(SDAIE) and content based literature to ELL students. g) preparing a written description of effective classroom practices leading to high achievement which include, but not limited to, flexible instructional grouping, tiered assignments, interest center, independent projects. Specific curriculum such as Great Books, etc. to meet the needs of GATE students. h) utilizing various types of technology in the classrooms and computer lab across the curriculum. i) an after school tutoring reading program for targeted Gr. 2-5 students who are the Q1-Q2 SAT9 2000 will be held 3 days a week for 90 minutes daily to enhance their reading skills. j) expanding student learning outside the classrooms through field trips, camping, and outdoor education. k) provide phonics intervention through Phonographix to below level 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"/>	1) Teachers will use current SFUSD adopted Literacy Place and supplementary materials (i.e. Bell Works, Soar to Success) that are aligned with District standards to communicate key subject matter concepts consistently. 2) From October 2001 to April 2002 identified Grade 2-5 students will participate in the After School Tutorial Reading Program to improve their academic achievement. 3) Technology will be integrated across the curriculum through the use of Accelerated Reading Program, Lexia Phonics Program, internet access, word processing research projects during the year. 4) Teacher will conduct field trips on a regular basis to enhance the curriculum outside classrooms experiences. Grade 4-5 camping trips and outdoor education for Gr. 5 will be scheduled in October, March, and May 2002. 5) Students in Phonographix will make a year's growth in Woodcock. 6) ELL students will improve their English language proficiency as measured by	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Staff Principal

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