

DRAFT

San Francisco Unified School District

Dr. William L. Cobb Elementary School

School Site Plan for 2001-2002

Table of Contents

1. School Description (see SARC)
2. Analysis of Current Conditions
3. School Vision Statement
4. School Site Priorities
5. School Activities
6. Educational Programs

Dr. William L. Cobb Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
2001/2002

Process for Data Analysis

The Principal provided inservice training to staff and parents on API data as well as SAT9 data. In addition, during the month of September, each grade level team reviewed the achievement and performance data for individual students and identified target population. Through the PQR process, teachers collected work samples for the following targeted groups: AA, EL, EDY. These sub groups were selected based on last years API sub groups. During the school year, teachers developed rubrics, collected student work samples to assess the effectiveness of instructional practice and identify areas of curriculum alignment with content and performance standards.

Academic/Performance

The school did not meet its API target for 2000-2001.
The school tested 98% of its students on SAT9.
The school improved 8.8% on the IWA given in 2001.
Schoolwide the matched scores indicate that students regressed -1.3 in reading for 2000.
Schoolwide the matched scores indicate that students achieved 4.3* in mathematics.
40 Students in grades 3-5 were 2 years or more below in reading.
AA students made 1.0 years growth in mathematics while they regressed -1.5 in reading.(matched scores)
L students regressed -1.4 in reading. They made 9.9 gains in mathematics.
In 99-2000, 50% of 10 students moved from below average to average in reading.
In 99-2000, 50% of 22 students moved from below average to average in math.
In 99-2000, 7% of 72 students moved from average to above average in reading.
In 99-2000, 34% of 53 students moved from average to above average in math.

Dr. William L. Cobb Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
2001/2002

Areas of Success/Progress/Achievement

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The school improved 8.8% on the IWA given in 2001.
Schoolwide the matched scores indicate that students regressed -1.3 in reading for 2000.
Schoolwide the matched scores indicate that students achieved 4..3* in mathematics.
AA students made 1.0 years growth in mathematics while they regressed -1.5 in reading.(matched scores)
L students regressed -1.4 in reading. They made 9.9 gains in mathematics.
In 99-2000, 50% of 10 students moved from below average to average in reading.
In 99-2000, 50% of 22 students moved from below average to average in math.
In 99-2000, 7% of 72 students moved from average to above average in reading.
In 99-2000, 34% of 53 students moved from average to above average in math.

Areas of Concern

80% of the parents visited the school for parent conference and Back-to-School Day/Night
20% of parents attended informational/planning meetings
20% of the parents volunteer in the classrooms
20% of the parents attended the reading workshop
Teachers need additional training in differentiated instruction, writing, reading
Students need additional support in reading and writing.

Dr. William L. Cobb Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
2001/2002

Current Programs

All new and beginning teachers participate in BITSA program, receive individual coaching and attend workshops designed for their specific professional growth needs.

Some teachers have demonstrated the ability to use effective instructional strategies in core curriculum.

Teachers have participated in reading and differentiated instruction workshops.

Wilson Reading is provided for low performing students in grades 2-5. Students have shown gains on the mid-year evaluation.

Dr. William L. Cobb Elementary School

School Year: 2001/2002

Vision Statement

Our mission is to empower student learning through achieving academic excellence, celebrating our diversity, building a strong home base connection and enabling staff to work with all students in raising academic achievement. We are committed to implementing a standards-based education system. We must ensure that all students meet these standards. We believe that the early Claris of a child's life are crucial in molding that child's future. We will train our staff and parents in the instructional strategies and support techniques that will allow children equal access to, and success in, that curriculum and environment. We will give everyone the tools to become participants in a global community. We will use technology as a tool to bring the information of the world into the classroom. We will educate students about nutrition and environmental responsibility as well as healthy eating through integrated literacy, hands on math and science projects in the school's garden, classrooms and cafeteria. The Cobb Family Resource Center will provide social services, counseling, garden education and enrichment activities for the children, family and staff of Dr. William L. Cobb School. We believe that small, supportive schools have the potential to reach the needs of all students that we serve and provide them with excellent educational opportunities.

Action Plan Overview
Dr. William L. Cobb 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.	To implement a standards-based and challenging Language Arts Curriculum in all classrooms.	SAT9	There will be monthly grade level meetings to review student work samples of reading responses and math problem solving using high, medium, low performing student work By Sept. 15. staff reviews data from previous year and creates a profile for each class of student skills needs. By Sept. 15, staff reviews data from previous year and creates a profile for each class of student skills needs
	To use student data to drive the curriculum to meet individual needs.	SAT9, pre/post unit assesment tools, Basic Inventories.	
	Dr. Cobb will achieve its API targets for all significant sub-groups.	SAT9	
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.	Students will be enrolled in the core curriculum classes for the required number of instructional minutes.	Daily Lesson Plans Schedule	By Sept. all classrooms will provide the correct number of instructional minutes for students as monitored by the Principal. There will be monthly SST meetings to review student progress
	All students identified at-risk by analysis of performance, attendance and other data will receive support activities and/or extended learning time.	Lesson Plans IEP's	
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.	70% of students will score at the District average on the Integrated Writing Assessment (an increase of 15%)	IWA	By September, the Principal will review the individual professional growth plans and make recommendations for the schoolyear. Sign-in sheets Lesson Plans
	All teachers will attend at least 20 hours of professional development devoted strategies for improving instruction in the content areas.	monthly	

Action Plan Overview
Dr. William L. Cobb Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.	Suspension rate will decrease by 20%	Monthly Suspension Reports	Monthly reports shared by principal with teachers By Sept. a feedback system to analyze daily attendance will be communicated to the teachers and staff. By Jan. students will create a product to reflect the information that was presented in the Drug Education product.
	Attendance will improve by 2% to reach 98%	Monthly Attendance Reports	
	All students will receive 20 hours of Health Education to include drug and tobacco prevention.	Classroom attendance report of Spring and Fall.	
V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.	Attendance at Parent Conferences will show an improvement over previous year, improving from 50 to 60%	Classroom Attendance Cards	Teacher phone logs/parent contacts on monthly basis November Conferences By Nov. a survey will be sent home to parents to assess the success of attendance at SSC meetings
	Attendance at School Site Council meetings will improve from 50 to 60%	Sign-In Sheets Surveys	
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.

To implement a standards-based and challenging Language Arts Curriculum in all classrooms.Ii

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 1	All staff including parents and community volunteers will study State and District grade level standards and develop grade level expectations, benchmarks and rubrics to analyze student work systematically. (CON20j) CON20e)	<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	October 30, 2001 By October, grade level expectations, benchmarks and rubrics will be used to analyze student work.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	All Staff/Families
1, 1 7	Staff members will ensure that necessary information and materials for testing will be delivered to teachers one week prior to each assessment.(CON20e)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	June 2002 By October 2001, a Student Achievement Committee will be established and will be responsible for driving the achievement focus of the school.	<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	Staff
1, 1 10	Teachers in grades 2-4 will participate in a writing workshop such as Bay Area Writing Project to increase students' writing achievement. (CON20e)	<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	October 30, 2001 By October 1, 2001, teachers will decide the writing workshop that they would like to participate in.	<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	Principal
1, 1 11	All teachers will participate in inservice training in differentiated instructional practices. (CON20k)	<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	September 30, 2001 By September 30, 2001, the principal/teachers will develop a calendar for staff development for the school year 2001-2002.	<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	Principal Karvelis,Barbara A
1, 1 12	Primary teachers will choose a reading workshop to attend such as, Phono graphics, in order to learn a specific reading methodology that can be used in the classroom with low performing students. (CON20g)	<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	October 1, 2001 By September 30, 2001, primary teachers will select a reading inservice to attend.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Principal Karvelis,Barbara A

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

To use student data to drive the curriculum to meet individual needs.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 2 1	The Principal ensures that all staff members receive training in reading and mathematics.(CON20e)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	October 30, 2001 By October, staff will be trained in reading and mathematics standards.	<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"/>	Karvelis,Barbara A
1, 2 2	Certificated Staff will review deductions/observations/inferences about student achievement and possible causes as a basis for developing school wide improvement strategies and targeting resources to increase student achievement.(CON20n)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	March 2002 By Spring 2002, the Leadership Team will have identified strategies for increasing student achievement.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Certificated Staff
1, 2 4	The Principal will conduct a data analysis workshop by September 30, 2001 based on the SAT9 test results. Teachers will analyze information using last years SAT 9 data to chart achievement for their current class identifying the variations in achievement and specific skill needs of their students. Content clusters will be reviewed and discussed in grade level meetings. The Principal will conduct a school wide staff development workshop to explain API data/target with teachers and parents.(CON20b)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	September 30, 2001 By Sept. teachers will chart achievement data as documented on each teacher's class grids, noting similarities and differences in students' performance in each of the various strands.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis,Barbara A
1, 2 9	District required assessments will be administered to all eligible students. Teachers will analyze and score these results. Teachers will embed the areas tested into the District curriculum to ensure increased student achievement when students are retested. (CON20e)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1, 3 6	Personal Professional Growth Plans will target teachers' goals for their grade level. Their professional Growth Plans will be reviewed and commented on by the Principal.(CON20i)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	October 2002 By October, the Principal will meet with each teacher to review their Professional Growth Plans.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Karvelis,Barbara A

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

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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.

Students will be enrolled in the core curriculum classes for the required number of instructional minutes.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 1	Teachers will provide individual assessments to students in Grades K-5 and will provide interpretation for parents where appropriate. Assessments will focus on phonemic awareness and total word structure in decoding and encoding for small group intervention in addition to the regular language arts period for Q1 and Q2 in grades K-5 as identified by the SAT9 and teacher assessments. (CON20a, CON20i, CON20e, CON20g)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	April 2001 By December 2001, students will be able to decode and encode several word patterns in addition to having developed their reading comprehension strategies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	K-5 Teachers
2, 1 3	Designated teachers will attend IWA, ABC professional development offered by district staff. All staff will attend District mandated and site-selected PD workshops. Teachers will implement best literacy practices. They will share the information with all staff. (CON20j)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	November 15, 2001 Students will show evidence of progress in writing as evidenced by monthly student writing samples housed in portfolios.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis, Barbara A
2, 1 4	Teachers will maintain student portfolios to assess student growth and achievement to evaluate the instructional program. (CON20e)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	December 2001 Teachers will begin the process of analyzing student work to determine quality. Rubrics will be used to determine proficiency.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis, Barbara A
2, 1 5	Underserved populations, including girls, will be provided with the opportunity to develop in the following areas: leadership skills, science, math and P.E. (CON20i)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	December 2001 Students will establish encoding and decoding skills, reading comprehension strategies and writing strategies through the use of expository text and literature.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis, Barbara A
2, 1 6	Professional development will be provided in the areas of literacy and reading in the content areas for all staff. (CON20j, CON20k)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	November 2001 Teachers/Staff will have participated in language arts/writing workshops.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis, Barbara A

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Students will be enrolled in the core curriculum classes for the required number of instructional minutes.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 7	Students will be taught basic technology (keyboarding, word processing) and in addition reading, writing and mathematics will be taught to supplement the core curriculum. Software will be purchased to supplement the core academic subject areas. (CON20e)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 By October 1, 2001, students will use the computer lab to supplement reading, writing and mathematics as recommend by the classroom teacher.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Pirvan,Paulette L
2, 1 7	Teachers will engage in systematic analysis of data of individual student performance based on their current pre/post reading assessment scores. They will desegregate the data by gender, racial group, LEP,EDY,SPED. Staff will assist classroom teachers with additional information based on the individual assessment of identified students. The information will provided to parents. (CON20a,CON20b,CON20j,CON20i,CON20d)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	September 2002 Classroom summary. Review of other assessments.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis,Barbara A
2, 2 8	Whole group instruction will be used when the objectives are appropriate for the range of learners in each classroom. Teachers will provide flexible groupings to maximize student performance, engage students in guided reading and provide small group instruction on a daily basis. These groupings will be flexible and accommodate and reflect student progress over time. (CON20a,CON20c,CON20j,CON20k,CON20m,CON20e,CON20g)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	October/February All students will be assessed and placed in appropriate guided reading instruction. All students should increase their reading levels.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis,Barbara A
2, 2 9	The Computer Aide will provide an after school program , 4 days a week, focusing on reading and writing activities to support the core curriculum in the computer lab. Students will be selected based on teacher recommendation. (CON20f)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 By September 30, 2001, students will participate in an after school computer program that supports reading and writing.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Pirvan,Paulette L

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

70% of students will score at the District average on the Integrated Writing Assessment (an increase of 15%)

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 1	Students will explore mathematical principles and develop fluency in basic computation skills using a variety of tools and resources including supplemental curriculum. e.g.books, By-Heart Curriculum, Everyday Math, Internet, calculators, games, computers etc.(CON20e)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	May 2002 Students will have grade level computational skills using a variety of tools.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Leadership
3, 1 1	Students will use various graphic organizers and outlines to organize a written plan. Students will follow the State mandated standards in writing.(CON20g)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	January 2002 By January, students will know how to use a minimum of 3 organizers and group ideas accordingly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3, 1 2	Students will be provided with many opportunities to analyze various genres of text as well as bring their own background knowledge to create their own narratives. (CON20e)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	December 2001/March Students will have read and solved one or two step word problems and will have applied their skills in Math, Science and will have produced a Math/Science Project which would utilize their problem solving skills.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	K-5 Teachers
3, 1 3	Students will be able to communicate their understanding and reasoning of mathematical principles, reading and concepts through writing, oral presentations and teacher guided assessments. (CON20h, CON20e, CONg)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	December 2002/April Students will write or draw depicting their understanding of a math concept.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis, Barbara A
3, 1 6	Increased learning time will occur in the daily after school program as well as the homework club and tutoring by University High School students. Tutoring will be offered for the first 40 minutes of each day. The program will address the needs of all students especially our Title I students.(CON20f)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	February 2001 Students will develop increased concentration on their lessons.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis, Barbara A

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

All teachers will attend at least 20 hours of professional development devoted strategies for improving instruction in the content areas.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 2 1	Teachers will participate in staff development in writing. If funding is available.(CON20k)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	January 2002 By December, teachers will show their professional development plan the Principal showing evidence of participation in writing workshops.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7	Principal Karvelis, Barbara A

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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.

Attendance at Parent Conferences will show an improvement over previous year, improving from 50 to 60%

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 2	Parent demonstrations on techniques in reading, writing and math instruction will be offered. Progress in student skills will be celebrated.(CON20m)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	January 2002 Parents will have participated in a reading workshop.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal Karvelis,Barbara A
5, 2 1	The School Site Council will review the School Site Plan and provide identification, monitor implementation and evaluate on an ongoing bases. The parents will provide recommendations to the school.(CON20n,CON20o)	<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 type="checkbox"/>	Karvelis,Barbara A
5, 2 2	The School Site Council, SAC, ELAC, Union Building Committee, and staff will oversee the School Site Plan and ensure that all school activities fall under its umbrella to form one comprehensive school plan. The school plan and any modifications to the plan are recommended by School Site Council. A process for the overall evaluation of the program will be ongoing at the month SSC meetings.(CON20p,CON20o)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	December 2002 School Site Council will have reviewed the School Site Plan.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	SSC Karvelis,Barbara A
5, 2 3	A comprehensive needs assessment will be discussed at the SSC and Union Building Committee meetings in order to provide direction for improving academic achievement.(CON20d)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	November/April 2002 Needs assessment will be sent home to parents. The needs assessment will be reviewed to determine additional needs of the students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis,Barbara A
5, 2 5	The School Site Council, School Advisory Committee and English Language Advisory Committee will pursue school and community involvement in the planning, implementation, review, assessment and modification of the School Site Plan. Parents will oversee the budget process to reflects changes in needs, priorities and school wide program. Meetings are held a minimum of once a month. A comprehensive needs assessment will be conducted for the entire school.(CON20m,CON20n)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	October 2002 SCC will be elected for a new term. A calendar of events will be scheduled at the first meeting.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Karvelis,Barbara A

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

**Programs in District Schools
2001/2002**

Dr. William L. Cobb Elementary School

Priorities Addressed					PROGRAM
PR1	PR2	PR3	PR4	PR5	
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	After School Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beginning Teacher Support & Assessment (BTSA)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MathLand & Beyond
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Primary Prevention Program (PIP)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	AIM I Symphony Performance
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	San Francisco Ballet
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Edgewood Program-Family Literacy/Gardening
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	San Francisco School Volunteers
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	University High School Students