

# *DRAFT*

San Francisco Unified School District

## *Fairmount 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

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

**Process for Data Analysis**

Following state mandates for II/USP schools, Fairmount contracted with WestEd to serve as external evaluator to identify academic strengths and challenges. WestEd collected student achievement data, teacher surveys, focus group notes, reports from community meetings and interview results to produce a status report for the school called the "Initial Report of Findings." Fairmount will work WestEd again for a 2001-2001 evaluation.

**Academic/Performance**

**STRENGTHS:** most students are on grade level in math and language arts according to Spring 2000 SABE (Spanish language standardized, norm-referenced academic test) results

**NEEDS:** 79% of students fell below 50th percentile in language SAT9 subtest (English academic assessment); two-thirds of 4th graders did not pass the SFUSD writing assessment

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

**Areas of Success/Progress/Achievement**

- \_\_\_equitable progress of students among both major language groups, per Fairmount's authentic writing assessment (native English-speakers & native-Spanish speakers making similar and significant gains in writing)
- \_\_\_multi-age grouping, exchange of students withing grades for math instruction, and the integration of students with special needs do provide excellent social integration and have raised all students academic expectations

**Areas of Concern**

II/USP listed barriers as:

- \_\_\_weak linkages between assessment and instruction
- \_\_\_implementation of school's vision for equitable educationnal acheivement has not yet supported the achievement of all students

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

**Current Programs**

- ELD (English language development) classrooms for students K-5
- Spanish-English two-way bilingual immersion for students K-5
- Special Day Classrooms and mainstreaming for students K-5
- Full Inclusion Program for students K-5

# **Fairmount Elementary School**

School Year: 2001/2002

## ***Vision Statement***

---

- Our school will be a community where staff, families and students
- work together, collaboratively
  - feel respected and valued for their contributions
  - believe everyone is both a teacher and a learner
  - maintain high expectations for ALL learners
  - encourage lifelong learning
  - experience meaningful curriculum that reflects/respects students' lives
  - value student work as a tool to drive instruction

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

Priority Area	Objectives	Measures	Major Benchmarks
<b>I. Academic Achievement:</b> Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.	__Fairmount students will achieve their API growth target school-wide; Significant sub-groups (state identified student populations) will acheive their API growth targets.	__SAT9	__quaterly review of student writing samples & portfolios in grade level & cross-grade teams; quarterly review of student writing samples (ALAS); quarterly II/USP evaluation interim report
	__10% more students at each grade level will achieve (at or above) the 50th percentile in the SABE & SAT9 Reading Comprehension, as well as Language, subtests.	__SABE __SAT9	__Fall review of SABE/SAT9 results; quarterly review of student Spanish & English writing samples (ALAS); Fall and Winter reading comprehension assessment results; first quarter II/USP evaluation interim report
	__10% more students at each grade level will achieve (at or above) the grade level writing benchmark; every student measured by the ALAS will advance at least one of the two levels by the end of the year __10% more 4th grade students will achieve (at or above) a level 3 on the distirct writing assessment/SAT9 writing assessment	__ALAS  __SFUSD IWA __SAT9 writing assessment	__quarterly review of student Spanish & English writing samples (ALAS); quarterly II/USP evaluation interim report  __quarterly review of of student writing samples and portfolios in relation to IWA results; quarterly review of student writing samples (ALAS); 3rd quarter II/USP evaluation interim report
<b>II. Academic Achievement:</b> Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.	__All students will have equal access to the core literacy program when all teachers fulfill mutually agreed-upon school-wide literacy commitments.	__lesson plans, classroom daily schedules, student placements, peer & principal observations of classroom commitments	__quarterly staff meeting reviewing student reform data facilitated by a designated task force or team; quarterly II/USP evaluation
	__All students will obtain their required amount (100-150 minutes per week, depending on grade) of ELD/SLD instruction; any student enrolled for five years should attain the "transition" level on the LALAR	__lesson plans, classroom daily schedules, student placements, LALAR	__quarterly staff meeting reviewing student reform data facilitated by a designated task force or team; quarterly II/USP evaluation
	__All students who are underperforming academically or socially will recieve support services and/or extended learning time.	__Individual Educational Plans (IEPs), Student Success Team (SST) records	__SST weekly meetings; yearly IEP reviews; quarterly II/USP evaluation

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

Priority Area	Objectives	Measures	Major Benchmarks
<b>III. Initiatives to Improve Instruction:</b> Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations (PQR/WASC, Compliance (CCR), whole school reform models, schoolwide programs, school-based curricular, instructional, or programmatic improvements.	__All students will benefit from classrooms where teachers set performance standards, plan curriculum and improve instructional practices based on student data.	__grade-level & cross grade team agendas & meetings; lesson plans, classroom daily schedules, student placements, peer & principal observations of classroom commitments	__family student portfolio night; student conferences; quarterly II/USP evaluation; Fall and Winter faculty self-assessment on schoolwide commitments
	__All students will experience differentiated literacy/language arts instruction.	__portfolios; ALAS student conferencing contracts; lesson plans; KWL within the differentiated, thematic units	__quarterly II/USP evaluation; Fall and Winter faculty self-assessment on schoolwide commitments
	__All students will be taught by teachers who have participated in at least 30 hours of on- or off-site professional development focused on improving differentiated instruction in literacy/language arts.	__rosters, agendas and evaluations of on-site professional development; professional growth plans; records of staff attending professional conferences	__quarterly II/USP evaluation, quarterly fiscal reporting to School Site Council; teacher reports of conference learning at staff meeting to staff and/or school site council
<b>IV. School Climate:</b> Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.	__Student discipline referrals to the office will decline by 10%	__monthly discipline referral records; crime statistics	__quarterly staff meeting reviewing school climate data facilitated by a designated task force or team; quarterly II/USP evaluation
	__All students will practice the tenets of TRIBES (mutal respect; right to pass/active participation; appreciations/no put-downs; attentivce listening) throughout the school.	__teacher observation; principal/student advisors report	__quarterly staff meeting reviewing school climate data facilitated by a designated task force or team; quarterly II/USP evaluation
	__All students will practice emergency procedures as mandated by state and local law.	__master calendar; fire marshall report	__quarterly staff meeting reporting from the emergency/disaster team task force; PTA safety committee report to the school site council

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

Priority Area	Objectives	Measures	Major Benchmarks
<b>V. Parent and Community Involvement:</b> Significantly increase the involvement of a broad base of parents and community at the school level.	__All students will benefit from the completion of school-family commitments by their primary teacher in every classroom .	__parents/family newsletters; parent family/surveys; parent-family interactive journals	__Fall & Spring staff meeting reviewing parent involvement data facilitated by a designated task force or team; quarterly II/USP evaluation
	__All students will have their families attend at least three school events or volunteer at school.	__family/community event sign-in rosters, PTA volunteer records, parent conference tally sheets	__Fall & Spring staff meeting reviewing parent involvement data facilitated by a designated task force or team;
	__All students will benefit from a 20% increase in the number of parents attending on- and off-site educational opportunities.	__family education event sign-in rosters and evaluations, PTA attendance records	__Fall & Spring staff meeting reviewing parent involvement data facilitated by a designated task force or team
	__All students will benefit from demographically representative, active participation of parents in critical school committees (e.g., PTA, SSC, etc).	__parent family/surveys, demographic family information in database compared with positions held by parents	__Fall & Spring staff meeting reviewing parent involvement data facilitated by a designated task force or team
<b>VI. Additional Priority:</b> Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))	__10% more students at each grade level will achieve (at or above) the 50th percentile in the math Problem-Solving subtest of the SABE/SAT9.	__SABE __SAT9	__monthly review of math data in grade level t& cross grade teams related to SABE; 1st quarter II/USP evaluation interim report
	__10% more students at each grade level will achieve (at or above) the grade level math benchmark; every student measured by the AMAS will advance at least one of the two levels by the end of the year	__AMAS	__Fall and Winter review of AMAS data; 1st quarter II/USP evaluation interim report
	__10% more 3rd grade students will achieve (at or above) a level 3 on the distirct math assessment.	__SFUSD math assessment	__monthly review of math data in grade level teams related to SFUSD math assesment; 3rd quarter II/USP evaluation interim report
	__All students will be taught by teachers who have participated in at least 60 hours of on- or off-site professional development focused on improving math problem-solving through data analysis of authentic/alternative assessments.	__rosters & agendas of on-site professional development; professional growth plans; records of staff attending professional conferences	__quarterly II/USP evaluation, quarterly fiscal reporting to School Site Council

**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.

\_\_Fairmount students will achieve their API growth target school-wide; Significant sub-groups (state identified student populations) will acheive their API growth targets.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 1.1.1	<u>summer stipends</u> : Teachers research and implement a comprehensive reading comprehension assessment for adoption during the school year, as well as prepare all needed materials. <i>[Summer Reading Comp]</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"/> 1 2 3 4 5 6	at least one grade level cluster teacher and a facilitator (mimimum 4 faculty) work 3 days during the summer to organize a reading authentic assessment	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
1, 1 1.1.2	<u>classified stipends</u> : Provide supplemental hours for para-professionals who attend professional development sessions on site <i>[Para Stipends]</i>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	commence by Fall, 2001; evaluated by school personnel proctocols	<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	
1, 1 1.1.3	<u>contracts</u> : Hire a literacy consultant will provide professional development on portfolios, the use of authentic assessment, the interpretation of reading comprehension data <i>[Lit Consultant]</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"/> 1 2 3 4 5 6	every teacher will spend at least 10 hours of professional development with the consultant during the school year	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
1, 1 1.1.4	<u>contracts</u> : Hire an external evaluator will produce a summative and formative evaluation regardng the progress of school reform efforts and their impact on student achievement <i>[II/USP External Evaluator]</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"/> 1 2 3 4 5 6	an interim report will be presented to the staff and school site council every quarter	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
1, 1 1.1.5	<b>NO ADD*TL COST</b> : Use disrict consent decree funds to support the maintenance of one full time and one part-time student advisors (classified positions) to provide under-performing students in-class academic and social support. <i>[Student Advisors]</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	By Fall of 2001, the students advisors will be assignd to work with the 30 most under-performing students and their teachers.	<input checked="" 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	

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

**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.

\_\_10% more students at each grade level will achieve (at or above) the 50th percentile in the SABE & SAT9 Reading Comprehension, as well as Language, subtests.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 2 1.2.1	<u>summer stipends</u> : Teachers will research & produce integrated, differentiated thematic units for each grade level, and prepare all materials needed for implementation in every classroom. [ <i>Summer Differ Units</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"/>	1 2 3 4 5 6 at least one grade level cluster teacher and a facilitator (mimimum 4 faculty) work 3 days during the summer to organize differentiated thematic units	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7
1, 2 1.2.2	<u>contracts</u> : Staff will partner with UCB to revise the authentic literacy assessment system, produce data summaries, interpret findings, and maintain all records [ <i>UCB</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"/>	1 2 3 4 5 6 all classroom teachers (except SDC) will analyze ALAS data three times a year	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7
1, 2 1.2.3	<u>NO ADD*TL COST</u> : On teacher per grade level will serve as grade level leader to facilitate school reform tasks requiring oversight, such as monitoring a unified school calendar, intepreting student data and leading teacher meetings. [ <i>Design Team/School Reform Facilitators</i> ]	<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 By the Fall of 2001, at least one grade level team member will be elected or assigned to serve as the Design Team members.	<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
1, 3 1.3.1	<u>weekend stipends</u> : Teachers will attend professional development sessions on Saturdays for a full six hours focused on literacy/language arts, TRIBES or math. [ <i>Saturday P.D.</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"/>	1 2 3 4 5 6 80% of teachers will attend at least 3 of the professional development weekend sessions	<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
1, 3 1.3.2	<u>contracts</u> : Staff will collaborate with Partners in School Innovation/Leadership Ventures to assist in key school reform projects, and support under-performing students in classrooms [ <i>Partners S. I.</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"/>	1 2 3 4 5 6 at least four Americorps volunteers will be assigned to support the school full time beginning Fall, 2001	<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

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.

\_\_10% more students at each grade level will achieve (at or above) the grade level writing benchmark; every student measured by the ALAS will advance at least one of the two levels by the end of the year

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 3 1.3.3	<u>NO ADD'TL COST:</u> Staff will administer, score, analyze and interpret authentic literacy assessments for every student to plan instruction.. [Lit Assessments]	<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 Each classroom teacher, supported by other staff, will conduct quarterly ALAS, reading comprehension and portfolio assessments.	<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
1, 4 1.4.1	<u>summer stipends:</u> Teachers revise the authentic literacy assessment system, prepare all materials needing administration for the school year. [Summer ALAS]	<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 at least one grade level cluster teacher and a facilitator (mimimum 4 faculty) work 2 days during the summer to organize a reading authentic assessment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7
1, 4 1.4.2	<u>contracts:</u> Hire a consultant with expertise in producing differentiated instruction will provide small group and individual teacher support to create curriculum that provides access to all students [Differentiation Consultant]	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 each grade level will have at least one, integrated, differentiated thematic unit	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7
1, 4 1.4.3	<u>NO ADD'TL COST:</u> All classrooms will integrate technology into language arts and social studies curriculum. [Tech Lit./Soc. Sci. Integration]	<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 every classroom teacher will have a technology integrated lesson supported by the ITS each week when they visit the classroom	<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

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

**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.

\_\_All students will have equal access to the core literacy program when all teachers fulfill mutually agreed-upon school-wide literacy commitments.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 2.1.1	<u>summer stipends</u> : Teachers revise the student portfolios according to grade level academic standards: articulate and standardize all artifacts to be collected for the entire year in the standards-based portfolio [Summer Portfolios]	<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	at least one grade level cluster teacher and a facilitator (mimimum 4 faculty) work 3 days during the summer to revise portfolio collection system	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
2, 1 2.1.2	<u>TSA(Teacher on special assignment) position</u> : Employ a bilingual, full-time teacher to serve as a technology integration specialist to staff the computer lab, co-plan new media-infused lessons with all classrooms, and provide tech training to both faculty and families [Tech Teacher]	<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	commence by Fall, 2001; lesson plans submitted weekly	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
2, 1 2.1.3	<u>classified position</u> : Hire a half-time bilingual classified staff member to serve as library technician, faciliate all parental volunteers in the library, order books, maintain collections and support student independent research [Library Technician]	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	commence by Fall, 2001; monthly progress reports to principal including a weekly time schedule	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
2, 1 2.1.4	<u>library books</u> : Purchase texts and suscribe to periodicals to augment the library with high quality Spanish and English language literature [Library Books]	<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	at least 300 new titles added to the collection by the end of the year	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
2, 1 2.1.5	<u>office supplies</u> : Purchase school materials for augmenting instruction and providing enrichment activities to under-performing students (e.g., portfolios, transparency machines, computer supplies) [Office Supplies]	<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	at least an additional \$3000 spent beyond the funds available in the general budget for quality school reform projects	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	

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

**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.

\_\_All students will have equal access to the core literacy program when all teachers fulfill mutually agreed-upon school-wide literacy commitments.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 2.1.6	fieldtrips: Staff will take students to extended learning opportunity locations (e.g., museums) related to thematic, integrated units of instruction in reading, science and math [Fieldtrips]	<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 every classroom will take at least one fieldtrip during the year	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7
2, 2 2.2.1	substitute teacher release dates: All staff attending targeted professional development sessions off-site will be provided classroom support. [NABE, CABE, Asilomar & Reading Conferences]	<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 at least 25% of the faculty (8 staff) are expected to attend an off-site professional development session once in the school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7
2, 2 2.2.2	evening and weekend stipends: Staff will organize all of the ELD and SLD student data, facilitate consideration of redesignation candidates, prepare reports for the OBEMLA meet with UCB Berkeley & II/USP evaluators [Administrative Stipends]	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 minimally the bilingual resource teacher and principal spend least 8 hours a month facilitating the LPAAC data and leading redesignation meetings	<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
2, 2 2.2.3	conferences: Staff will attend the National Association for Bilingual Education conference as required for Title VII grant shools [NABE Conf.]	<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 at least two representatives will attend OBEMLA institutes and two days of the conference	<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
2, 3 2.3.1	TSA(Teacher on special assignment) position: Employ a bilingual, full time teacher to serve as a half-time cognitive coach and a half time bilingual resource teacher to provide faculty professional development and carry out the Title VII duties [Title VII Coordinator]	<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 commence by Fall, 2001; monthly progress reports to principal	<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

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

**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.

\_\_All students who are underperforming academically or socially will receive support services and/or extended learning time.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 3 2.3.2	<u>TSA(Teacher on special assignment) position:</u> Employ a bilingual, half-time teacher to serve as a Reading Recovery Specialist to provide individual student reading interventions to first graders [ <i>Reading Recovery Teacher</i> ]	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	commence by Fall, 2001; monthly progress reports to principal	<input checked="" 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	
2, 3 2.3.3	<u>TSA(Teacher on special assignment) position:</u> Employ a bilingual, half-time teacher to serve as a Literacy Coach to provide individual student reading interventions to upper grade students during day and after-school [ <i>Literacy Coach</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"/> 1 2 3 4 5 6	commence by Fall, 2001; monthly progress reports to principal	<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	
2, 3 2.3.4	<u>instructional supplies:</u> Purchase classroom materials for augmenting instruction and providing enrichment to under-performing students (e.g., integrated/thematic units, reading comprehension assessments) [ <i>Instructional Supplies</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"/> 1 2 3 4 5 6	at least an additional \$300 spent per classroom beyond the funds available in the general budget for quality learning experiences	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
2, 3 2.3.5	<u>rentals of equipment:</u> The school will lease larger capacity, reliable photocopiers to produce the enriched language arts and math materials (e.g., portfolio artifacts, integrated/thematic units, student-centered math projects, etc.) [ <i>Copiers</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"/> 1 2 3 4 5 6	at least one large capacity photocopier will be added to the staff lounge equipment by Fall of 2001	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
2, 3 2.3.6	<u>contracts:</u> Staff will partner with the Mission Science Center to provide enrichment science activities, offer after school student workshops and provide professional development to teachers [ <i>MSC Partnership</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"/> 1 2 3 4 5 6	at least half of the faculty will work with MSC; at least half of the students will attend an MSC workshop at least once during the year	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	

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

**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 students will benefit from classrooms where teachers set performance standards, plan curriculum and improve instructional practices based on student data.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 3.1.1	substitute teacher release dates: Volunteer teachers will participate in a cognitive coaching project once a week using the cycle of inquiry to approve academic achievement for under-performing students. [Cognitive Coaching P.D. Days]	<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	two coaches will each meet with a total of at least 10 teachers once a week for 36 weeks to provide feedback about instructional strategies	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
3, 1 3.1.2	teacher planning meeting stipends: Teachers meet with grade level and cross grade teams to analyze student data, plan and exchange instructional resources and articulate curriculum. [Teacher Minimum Days]	<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	every certificated staff member will be assigned to work in teams at least once a month for one hour.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	
3, 1 3.1.3	NO ADD'NL COST: All ELD and upper grades (4/5) classrooms will be cross-age, combination grade programs with a two year (A/B) curriculum to strengthen teacher curricular articulation, enhance exchange of teacher expertise/resources & offer more options for student academic/linguistic grouping. [Combo ELD Classes]	<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	ELD: combinations 2nd/3rd grade commence Fall 2001, followed by K/1st combinations the following year; bilingual 4/5 commence by Fall 2001	<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	
3, 2 3.2.1	TSA(Teacher on special assignment) position: Employ a bilingual, half-time teacher to serve as a cognitive coach, & provide faculty professional development [Cognitive Coach]	<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	commence by Fall, 2001; monthly progress reports to principal	<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	
3, 2 3.2.2	conferences: Staff will attend the Cognitive Coaching training-of-trainers to learn the facilitation and data-gathering abilities needed to institute the project [Cognitive Coaching Conf.]	<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	at least the two cognitive coaches will attend the conference for the entire session	<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	

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

**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 students will experience differentiated literacy/language arts instruction.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 2 3.2.3	<u>NO ADD'TL COST:</u> Staff will study and implement the reading comprehension strategies based on the "Mosaic of Thought" and "Strategies that Work" books. <i>[Staff Professional Reading]</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"/> 1 2 3 4 5 6	All staff will have completed reading of the texts by Winter of 2001; implemented at least 2 strategies by the end of each semester	<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	
3, 2 3.2.4	<u>NO ADD'TL COST:</u> All classroom teachers will maintain student journals, interactive family journals, post monthly writing samples, offer daily DEAR time and publish quarterly classroom newsletters <i>[Lit Commitments]</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"/> 1 2 3 4 5 6	each quarter the staff will conduct a school inventory of the implementation of the literacy commitments	<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	
3, 2 3.2.5	<u>NO ADD'TL COST:</u> All classroom teachers will deliver at least two differentiation thematic units to their students. <i>[Integrated, Thematic Units]</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"/> 1 2 3 4 5 6	first ITU to be delivered by the end of the first quarter; the 2nd ITU to be delivered by the end of the second quarter	<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	
3, 2 3.2.6	<u>NO ADD'TL COST:</u> All classroom teachers will differentiate literacy lessons to make them accessible to inclusion and other students needing special services (such as under-performing students.) <i>[Differentiated Lessons]</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"/> 1 2 3 4 5 6	At least one differentiated lesson should be delivered by each teacher each week.	<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	
3, 3 3.3.1	<u>food:</u> Provide staff meals at Saturday professional development sessions to minimize transition time needed for breaks (e.g., lunch) and encourage greater attendance <i>[Saturday Meals]</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"/> 1 2 3 4 5 6	five Saturdays a year will provide meals to all staff who RSVP for professional development sessions	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	

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

**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 students will be taught by teachers who have participated in at least 30 hours of on- or off-site professional development focused on improving differentiated instruction in literacy/language arts.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 3 3.3.2	<u>conferences:</u> Staff will attend reading conferences or visit exemplary schools that demonstrate the infusion of differentiation to build reading comprehension, such as the CAL TASH conference. <i>[Reading Conf.]</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"/> 1 2 3 4 5 6	at least one staff member will attend one conference and present to the staff by the Spring of 2002	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	
3, 3 3.3.3	<u>substitute teacher release dates:</u> All classroom teachers, the RSP & the inclusion teacher will participate in on-site professional development focused on reading comprehension assessments, subject matter integration and differentiation. <i>[Reading Comp P.D. Days]</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"/> 1 2 3 4 5 6	grade level teams will attend on-site professional development with a literacy consultant at least once a month for two hour sessions	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
3, 3 3.3.4	<u>substitute teacher release dates:</u> All upper grade classroom teachers will provide their students with an individual conference on writing strengths and needs. <i>[ALAS Student Conference Days]</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"/> 1 2 3 4 5 6	all 3rd - 5th grade teachers (except SDC classrooms) must confer with each students at least 15 minutes, 3 times a year, using ALAS data.	<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	
3, 4 3.4.1	<u>afterschool stipends:</u> All teachers participating in the cognitive coaching project will attend professional development after school, facilitated by the Leadership Venture. <i>[Cognitive Coaching P.D.]</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"/> 1 2 3 4 5 6	at least 6 teachers will attend a two hour session twice a year regarding the instructional objectives of the cognitive coaching project	<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	

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

**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.

\_\_Student discipline referrals to the office will decline by 10%

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 4.1.1	<u>classified position:</u> Hire a three-quarter time biligual classified staff member to process all additional paperwork and budgets (e.g. school climate data, Title I reports, school siteplan) required by the multiple supplemental funding sources [Clerk]	<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 commence by Fall, 2001; evaluated by school personnel evaluations	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7
4, 2 4.2.1	<u>conferences:</u> Staff attend the TRIBES training-of-trainers to learn the facilitation and leadership skills needed to upgrade the project in classrooms and teach families how to use the strategies [TRIBES Conf.]	<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 at least the two staff will attend the conference for the entire session Summer 2001	<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
4, 3 4.3.1	<u>evening and weekend stipends:</u> Staff will plan and attend meetings required to prepare family educational events, review school-wide data to evaluate II/USP progress, prep to facilitate grade level teams [Task Force Facilitators Stipends]	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 at least one teacher per grad elevel (6 teachers) will participate in a 2 hour task force meeting once a month	<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

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

**V. Parent and Community Involvement:** Significantly increase the involvement of a broad base of parents and community at the school level.

\_\_All students will benefit from the completion of school-family commitments by their primary teacher in every classroom .

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 5.1.1	food: Provide meals to staff who attend meetings and work on school reform projects beyond a 9 hour day [ <i>Extended Hour Meals</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"/> 1 2 3 4 5 6	at least half of the staff will work a minimum of 40 hours per week once a month	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	
5, 2 5.2.1	food: Provide students and their parents/caretakers meals to attend family education events held at school (e.g., family literacy night, TRIBES night, etc.) [ <i>Family Ed Event Meals</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"/> 1 2 3 4 5 6	at least every other monthly event will be sponsored by the PTA; all others must have enough meals for all participants	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	
5, 2 5.2.2	postage: Staff and administration will communicate frequently and clearly with families about school community events, student progress and parent educational opportunities [ <i>Mailing/Correspondence</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"/> 1 2 3 4 5 6	at least one newsletter will go out each month from the office; at least one newsletter from each classroom once a quarter	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	
5, 2 5.2.3	NO ADD*TL COST: Staff will work with PTA to provide daycare, food for parents who volunteer on work days, and a staff-community-celebration day. [ <i>PTA Partnership</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"/> 1 2 3 4 5 6	with PTA support, all events requiring parent volunteers next year will secure some sort childcare and meals	<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	
5, 3 5.3.1	classified stipends: Administrative staff will provide supplemental hours for classified staff to support task force projects and family education events [ <i>Classified Stipends</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"/> 1 2 3 4 5 6	commence by Fall, 2001; monthly progress reports to principal	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	
5, 3 5.3.2	classified position: Hire a half-time bilingual classified staff member to serve a school-family-community liaison, organize family education events, serve as intermediary with social services and assist with all translation [ <i>Communtiy Liaison</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"/> 1 2 3 4 5 6	commence by Fall, 2001; monthly progress reports to principal	<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	

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

**V. Parent and Community Involvement:** Significantly increase the involvement of a broad base of parents and community at the school level.

\_\_All students will benefit from a 20% increase in the number of parents attending on- and off-site educational opportunities.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 3 5.3.3	audio/visual & all other equipment: Administrative staff will purchase any equipment needed to conduct school community events, measure student progress or provide parent educational opportunities (e.g., chart maker, LCD projector, etc.) <i>[Mailing/Correspondence]</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"/>	1 2 3 4 5 6	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7
5, 3 5.3.4	<b>NO ADD'TL COST:</b> Provide a forum for under-represented families to communicate their suggestions and feedback about school policies to the school administration <i>[Principal's Chat]</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 by Fall, 2001, the school community liaison and principal will schedule a monthly one hour "principal's chat" at a time convenient to families	<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
5, 3 5.3.5	<b>NO ADD'TL COST:</b> Survey families regarding their literacy efforts and student reading attitudes at home, the academic needs for their children, their satisfaction with school reform efforts and their suggestions for family/parent educational events. <i>[Family Surveys]</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"/>	1 2 3 4 5 6 at least one quarterly family survey will be developed, distributed, tabulated, analyzed and interpreted by staff	<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
5, 3 5.3.6	<b>NO ADD'TL COST:</b> Staff will seek out partnerships and funding sources with CCSF and other organizations to provide English and a Second Language and Spanish as a Second Language Courses to families <i>[ESL/SSL Family Classes]</i>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 At least one grant or partnership will be pursued each quarter until a course is secured.	<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
5, 4 5.4.1	<b>food:</b> Provide meals to entire school community who attend two sessions to collect focus group data and report on student data progress at an II/USP forum <i>[Community Summit Meals]</i>	<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 at least 75% of all faculty and 75% of families should be present at the community summits	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7

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

**V. Parent and Community Involvement:** Significantly increase the involvement of a broad base of parents and community at the school level.

\_\_All students will benefit from demographically representative, active participation of parents in critical school committees (e.g., PTA, SSC, etc).

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 4 5.4.2	food: Provide meals to faculty and parents who agree to serve and facilitate all II/USP data collection and review session with the external evaluator <i>[II/USP Meals]</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	at least 15 representatives of the faculty and community will attend a monthly meeting to measure the progress of school reform efforts	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	
5, 4 5.4.3	<u>NO ADD'TL COST</u> : Staff will work with PTA to provide daycare, food for parents who volunteer on work days, and a staff-community-celebration day. <i>[PTA Partnership]</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"/> 1 2 3 4 5 6	ensure a childcare option, coffee and other courtesies for families by volunteers or PTA support at each family education event	<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	

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

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

\_\_10% more students at each grade level will achieve (at or above) the 50th percentile in the math Problem-Solving subtest of the SABE/SAT9.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
6, 1 6.1.1	conferences: Staff and parents will attend the California Association for Bilingual Education conference seeking sessions related to improving reading comprehension and math problem solving [CABE Conf.]	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 at least four faculty members and one parent will attend the conference	<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
6, 2 6.2.1	conferences: Staff will attend the Asilomar math conference seeking sessions related to math problem solving as well as present on Fairmount's authentic assessments [Asilomar Conf.]	<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 at least one teacher from every grade level will attend the conference for two of the four days	<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
6, 2 6.2.2	NO ADD'TL COST: Staff will administer, score, analyze and interpret authentic mathematics assessments for every student to plan instruction. [Math Assessments]	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 Each classroom teacher, supported by other staff, will conduct quarterly AMAS assessments.	<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
6, 3 6.3.1	TSA(Teacher on special assignment) position: Administrative staff will seek USP funding to support a part-time teacher to serve as a math coach to provide individual teacher professional development in problem solving and developing math math units aligned with standards. [USP-funded Math Expert]	<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 monthly progress reports to principal	<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
6, 3 6.3.2	NO ADD'TL COST: All classrooms will integrate technology into the mathematics and science curriculum. [Tech Math/Sci. Integration]	<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 every classroom teacher will have a technology integrated lesson supported by the ITS each week when they visit the classroom; 15 hours across year	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7

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

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

\_\_All students will be taught by teachers who have participated in at least 60 hours of on- or off-site professional development focused on improving math problem-solving through data analysis of authentic/alternative assessments.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
6, 4 6.4.1	substitute teacher release dates: All classroom teachers, the RSP teacher & the tech integration specialist will attend USP-funded professional development on authentic assessment of math problem-solving. <i>[Super Sub Math Days]</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"/> 1 2 3 4 5 6	all teachers listed above attend half day session with grade level teams three times per year facilitated by a USP-funded math expert	<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	
6, 4 6.4.2	stipends: Staff will agree to work extra hours to become facilitators for the USP site leadership team to collaborate with the Instructional Specialist to develop professional development plna, align to site plan priorities, and activitis/documents. <i>[USP Staff Leaders]</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"/> 1 2 3 4 5 6	Each of these three teachers will work 30 hours spread across each month during the school year; they will meet with the IS & principal once a month	<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	
6, 4 6.4.3	<u>NO ADD'TL COST</u> : All classroom teachers will developed the USP developed math/science units & evaluate student progress in science/math.	<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	each month the teachers working with the USP-funded math expert must produce a lesson focused on the math professional development	<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	

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

## Programs in District Schools 2001/2002

### Fairmount Elementary School

Priorities Addressed					PROGRAM
PR1	PR2	PR3	PR4	PR5	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	After School Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	America Reads
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exxon Math Specialist Program
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IASA Title VI
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Intern Program
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NSF--Urban Systemic Program (Priority 6)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Reading is Fundamental
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading Recovery
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Title VII Comprehensive School Reform Grant
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Partners in School Innovation: An Americorps Program
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leadership Ventures: A Cognitive Coaching Pilot
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UCB: Authentic Literacy Assessment System: Development & Data
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mission Science Center: science curricular partnership
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Elementary Arts Grant: multicultural dance instruction