

DRAFT

San Francisco Unified School District

Dr. George Washington Carver Elementary School

School Site Plan for 2001-2002

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Dr. George Washington Carver Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
2001/2002

Process for Data Analysis

The school community analyzed data in August, 2000. We identified where students scored in different content clusters. Staff met in grade level teams to plan for the first nine weeks of school. In October, 2000, we analyzed the data further so see what skills needed additional emphasis schoolwide. Another professional development was presented in January, 2001 by the Assessment & Evaluation office to help us interpret data once again, and keep staff focused.

Academic/Performance

Carver did not make its API goals in 1999-2000. 95% of students were tested on the SAT9. 50% of 4th grade students scored at basic or above on the IWA proficiency levels (target was 70%).
Analyses of achievement and performance data indicate the following areas of need: More than 45% of grade 4-5 students scored in the below average range in critical analysis, multiple meanings, synonyms and vocabulary. 40% of students in grade 4-5 scored in the below average range in mathematics in problem solving, geometry and spatial relations.

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Introduction: Analysis of Current Conditions (Needs Assessment)
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Areas of Success/Progress/Achievement

Grade 2-3 students have consistently shown achievement over the past three years, scoring above the State average in both reading and mathematics. 87% of students scored at the basic level or above on the Math Performance Assessment (target was 80%). 50% of 4th grade students scored at proficient.

Areas of Concern

40% of the classroom teachers are teaching with emergency/temporary credentials, or are in their first year of teaching. 25% of the parents have visited the school for a parent conference, educational program, or information/planning meeting. There is an uneven implementation of balanced, systematic reading instruction. As indicated through parent surveys and faculty meetings, there is a need to improve discipline and classroom management.

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Current Programs

Some new teachers receive coaching and attend workshops, and one participates in the BTSA program. Some teachers have used effective instructional strategies due to implementation of pilot Open Court Reading program. Reading Recovery is provided for low performing 1st graders.

Dr. George Washington Carver Elementary School

School Year: 2001/2002

Vision Statement

Students will leave Dr. G. W. Carver with a strong foundation in literacy and numeracy. They will demonstrate preparedness to meet the expectations and challenges of the 21st century -- educationally, environmentally, and culturally. The students will...

...be excited about learning and view it as a lifelong process;

...function at their highest academic, social and physical potential;

...have a positive self image and perceive themselves as capable of becoming and doing anything they want;

...care about the world around them, and demonstrate this by engaging in activities that promote respect for the environment;

...exhibit kindness, compassion and acceptance, and be able to work with others in an appropriate manner;

...be a responsible, confident and independent worker, and understand the value of work;

...express themselves verbally in a situationally appropriate manner;

...write effectively for different purposes, compute, and solve problems, and apply these skills to life situations;

...read a variety of material with understanding;

...weigh choices and make responsible decisions about their conduct and their health;

...demonstrate computer literacy;

...use science to enhance learning and discovery;

...stand by their convictions, even when questioned or challenged; and

...appreciate the arts and express themselves through art in various ways.

*Action Plan Overview***Dr. George Washington Carver 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.	School will achieve API targets for all significant subgroups.	SAT9	By Sept. 2001, staff analysis of data and creation of a class profile of student needs. Quarterly grade level review of work samples of reading responses and math problem solving journals
	10% of students at below average proficiency will move to average basic proficiency level in reading comprehension and mathematics.	SAT9	By Sept. 2001, staff analysis of data and creation of a class profile of student needs. Quarterly grade level review of work samples of reading responses and math problem solving journals
	10% of students at the average proficiency level in reading comprehension and mathematics will move to above average level.	SAT9	By Sept. 2001, staff analysis of data and creation of a class profile of student needs. Quarterly grade level review of work samples of reading responses and math problem solving journals
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 use adopted materials and supplemental approaches and materials (e.g., Math Steps).	Ongoing assessments aligned with CA State standards	Principal review of nine-week plans. Monthly review of teacher lesson plan by principal
	Students identified through challenged behavior, attendance and other data will receive support services.	SAT9 Individual Learning Plans	Monthly SST meeting records and reviews of student progress
	Schoolwide participation in the PQR process	Ongoing assessments aligned with CA State standards Individual Learning Plans SAT9	Schoolwide work samples reviewed by teachers in November, January and April

Action Plan Overview
Dr. George Washington Carver Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
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 4th grade students will score at or above the District average on the Integrated Writing Assessment (an increase of 20%).	IWA	Schoolwide writing samples and scoring by all teachers to monitor student writing in November, February and April.
	60% of 1st grade students will score at or above District average on the ABC Assessment (an increase of 15%).	ABC Assessment	Schoolwide writing samples and scoring by all teachers to monitor student writing in November, February and April.
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.	Average attendance rate will increase by 3% to reach 98%.	Quarterly attendance reports	Quarterly review of reports by principal shared with teachers Suspension rate will decrease by 10 %
	All students will receive 30 hours of health education. Six hours will address drug and tobacco prevention. Two hours will address asthma awareness.	Lesson plans Schedule from HERC	
	Quarterly suspension reports and logs	Quarterly review of reports shared with staff Revision of Carver Discipline Plan	
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 increase over previous year, improving from 150 families to 185 families.	Classroom attendance reports of spring and fall parent conferences	Analysis of parent attendance following November conferences
	Volunteer participation in school will increase from 150 to 175 volunteers.	VIP logs and Read Aloud sign-in sheets	Review of number of signatures logged in classroom VIP booklets Publishing of VIP results in January newsletter
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.

School will achieve API targets for all significant subgroups.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 3	The Special Education staff, including RSP teacher, support personnel, and speech therapist will collaborate weekly and as needed with classroom teachers to provide appropriately modified lessons for targeted individual students and small groups to meet IEP objectives.	<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 Special Education students will have access to core curriculum and achievement of standards while meeting IEP objectives.	<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 Special Ed. Team, Classroom Tchrs
1, 1 6	Staff will analyze disaggregated SAT 9, MPA, ABC and IWA data, by grade level and content cluster, to plan instruction in reading, language, writing and math, with focus on targeted students (AA, L, ELL, EDY). Data will be shared and analyzed with parents at Back-to-School Night, at grade level parent meetings, and at SSC/SAC/ELAC meetings. Parents will be encouraged to discuss school and individual results.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Teachers and parents will understand implications of test data and will support each other to implement instructional practices according to perceived needs. List of identified math content clusters by grade, using SAT9 List of students in Q1-Q2 and their areas of need, using SAT9 List of lower-performing students, based on MPA and/or other means	<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"/>	1 2 3 4 5 6 7 Principal Wade-Thompson, Emily M.
1, 1 8	All students will engage in reading, language and math test preparation activities, including monthly writing prompts to develop fluency and structure, and Test Ready materials for familiarity with formats and time limits.	<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 Students will experience minimal test anxiety. Writing scores will improve on the IWA and other rubric measures.	<input type="checkbox"/> <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 7 Grades K-5 teachers, Principal

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

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

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School will achieve API targets for all significant subgroups.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 9	All students' progress will be monitored through formal and informal assessments, including our own K-5 criterion-referenced math tests as interim performance benchmarks (aligned with District standards), the Brigance test for K-1, running records, Observation Surveys for targeted K-2, authentic tasks, self-paced programs, and various journals. We will research other effective assessment tools.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Teachers will gather evidence of students' progress to share with students and parents.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	K-5 teachers
1, 1 10	Teachers will participate in professional development led by staff, the District, and/or outside sources that focus on these skill areas: math problem solving strategies, writing, assessment, comprehension, science, technology, (USP), SST Tool, Tribes, Open Court and effective classroom management. Teachers will present information to other staff. Sessions will occur during 3 paid work days and during faculty meetings, or will include compensation for staff, unless done electively on teachers' time. Funds are set aside for registration, travel and substitute coverage, as needed.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	SAT9 scores will reflect growth in targeted concept/skill areas.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Teachers, Principal
1, 2 2	Two .5 FTE Reading Recovery teachers will implement supplementary instruction in reading & writing for targeted first graders, and will provide assessment and literacy instruction for additional students as needed.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Students will demonstrate increased reading and writing proficiency on running records and observation surveys after 20 weeks of lessons.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Reading Recovery Tchr. Franks, Lisa Eg
1, 2 4	One classroom teacher and one Reading/Math Teacher will reduce student-teacher ratio in grades 4-5. The Reading/Math Teacher will teach reading, writing and math to Q1-Q2 grade 4-5 students.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Grade 4-5 students will receive instruction in smaller classes to provide more individual diagnosis and support.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Rdg/Math Tchr.

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10% of students at below average proficiency will move to average basic proficiency level in reading comprehension and mathematics.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 2 7	Summer School will be available and especially promoted for Q1-Q2 students. It will include literacy development and integrated science. Parent involvement will be encouraged through a workshop, homework and a special event.	<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 EDY will have extended opportunities to develop skills and motivation in reading and writing, thereby enhancing performance, in general.	<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 Principal Wade-Thompson, Emily M.
1, 3 1	A Technology Teacher will ensure lab and classroom utilization of computers to enhance teaching and learning in reading, writing and other core areas. Accelerated Reader programs will be used, if technically feasible, in grades 2-5 to enhance reading comprehension and motivation to read.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June, 2002 Teachers will integrate technology into instruction. Students will demonstrate effective use of technology in reading, writing and research skills.	<input type="checkbox"/> <input checked="" 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 Technology Tchr. Irwin, Michelle
1, 3 5	The administrator will maintain support personnel staffing to assist teachers with instruction, differentiated assignments, communication with families, and to maximize students' success.	<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 All students will receive timely assistance and benefit from reduced student-teacher ratio.	<input type="checkbox"/> <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 7 Principal Wade-Thompson, Emily M.

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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.

All students will use adopted materials and supplemental approaches and materials (e.g.. Math Steps).

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 2	Instructional materials will be utilized and purchased to support students' learning, including those needed for differentiated instruction for GATE, ELL, EDY and Special Education students. Teacher resource books, culturally representative material, test preparation material, classroom libraries, videos, tapes, equipment, games, manipulatives and visual aids may be included. Staff will maintain and have access to resource rooms to borrow materials.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 Staff will be informed of and have access to diverse, high quality resources and will use them to aid instruction and learning.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Principal, Lisa Franks, all staff
2, 1 4	Gr. 3 students will adopt preschool students at Dr. Charles Drew Early Childhood Development Center and read to them biweekly for six months. On-site classes will adopt each other as reading/writing "buddies." ELLs will partner with other classes to promote cross-cultural experiences and integration.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 Students will be motivated to share cross-age experiences as a way to improve skills.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Principal, Gr. 3 teachers
2, 1 5	To ensure that girls' needs are met, the principal will promote equity and provide oversight of girls' opportunities to demonstrate learning in the core curriculum and physical education. Contributions of women's accomplishments will be highlighted. Girls will participate in career awareness activities, including Take Your Daughters to Work Day and an annual visit to UCSF to inspire interest in research and medicine fields. Group counseling will occur, addressing girls' concerns.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Principal, Student Advisor
2, 1 7	All students will experience at least 9 field trips related to core curriculum, PQR and Safe School Plan objectives, to enrich conceptual knowledge, inquiry, vocabulary, community awareness, reading and writing.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 Students will reflect on fieldtrip activities and make connections to other experiences through discussion, writing, illustrating and technology.	<input type="checkbox"/> <input checked="" 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, K-5 Teachers

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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 identified through challenged behavior, attendance and other data will receive support services.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 2 3	A support team made up of teachers, counselor, principal, social worker, elementary advisor, nurse and psychologist will provide assessment, treatment, referral, instruction and outreach to families to ensure academic progress, an effective SST process, and coordination of services. The team will utilize the SST Tool and Meeting Wizard for greater efficiency and accountability.	<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 Students, staff and families will experience supportive collaborations to promote student stability and achievement.	<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 Student Success Team
2, 2 6	GATE and "high ability" students will be provided differentiated curriculum through tiered assignments and through individual and group projects. Materials will be purchased to support these activities, and community resources will be used.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 GATE students will gain skills and experiences beyond the basic curriculum.	<input checked="" type="checkbox"/> <input checked="" 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, Tech. Tchrs., Clssrm. Tchrs.
2, 3 1	A Technology Teacher will collaborate with classroom teachers to provide guidance to all students weekly in conducting research, accessing literature/reference/multimedia materials, and building mainstream English skills, to improve literacy and content area knowledge.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Students will experience consistent library use and develop related skills.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 Technology Tchr. Stevens, Bettye Rc
2, 3 8	Grade level teams will do long-range planning every nine weeks, and short-term planning approximately weekly. Teachers will select focus areas based on student need, and develop units of study aligned with the standards, that incorporate conceptual development, skills practice, problem solving, reading, writing, assessment, various strategies and technology (if appropriate).	<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 Nine-week plan calendar, including content, skills, standards and possible strategies, assessments and resources	<input checked="" 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 Grade Level Teams
2, 3 9	Carver staff will engage in the Program Quality Review (PQR) process throughout the year to analyze student work and students working in selected literacy and math areas and plan for improvement in those areas. Frameworks and substitutes will be provided to ensure informed observation and discussion. Parents will also participate on the PQR Team.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 3-Year Improvement Plan	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 7 PQR Team, Principal

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

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1	Students will self-evaluate their progress in writing through analysis and selection of work samples and through a writing questionnaire.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 Students will reflect on own growth in writing three times during the year. (Nov., Feb., Apr.)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Literacy Team, Grade level teams
3, 2	Staff will implement a Literacy Team to promote colleague support, professional development, schoolwide practices, assessment, holistic scoring and parent education.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 Staff feedback will show benefits of literacy reforms, in terms of staff support and student success.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Literacy Team
3, 3	Grades 2-5 will utilize, if technically feasible, Accelerated Reading computer software to practice and improve reading comprehension, using this mastery-based, individualized program.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 Students in grades 2-5 will progress in reading quantity and comprehension, as measured by Accelerated Reading programs and reading logs.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Technology Tchr.
3, 4	All students will speak, illustrate and write to explain math problems and solutions, physical education reflections, and other content area ideas.	<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"/> <input type="checkbox"/> 1 2 3 4 5 6 Development of journal materials and procedures, lesson plans and assessment methods	<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 2 3 4 5 6 7	K-5 Teachers
3, 5	All students will write daily, for various purposes and to various audiences, using a process approach. All students will utilize writing journals and word processing tools to reflect on daily life, self-knowledge and curriculum.	<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"/> <input type="checkbox"/> 1 2 3 4 5 6 Students will demonstrate growth in fluency and composition in writing on formal and informal assessments.	<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 2 3 4 5 6 7	K-5 Teachers

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IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

Average attendance rate will increase by 3% to reach 98%.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 4	Students will be recognized for various accomplishments and leadership through Student Council elections, academic excellence awards, essay/poster contestants, Students of the Week board, monthly perfect attendance honors, monthly Celebrations of Excellence, organized touch football games, and extracurricular activities. Postcards will be sent to parents in appreciation for students' perfect attendance and other congratulations.	<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 Students will demonstrate positive attitudes and conduct in order to enjoy privileges and honors.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 7 Leadership Team, Principal, K-5 Teachers
4, 1 5	The school will follow District procedures regarding attendance letters to parents in cases of excessive and unexcused absences. The principal will enforce consequences for tardiness, as outlined in the Carver Discipline Plan.	<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 Reduced number of unexcused absences and tardies.	<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 Principal, Parent Liaison
4, 2 1	Throughout the year, health and safety-related schoolwide activities will be conducted to promote awareness and responsible decision-making. In addition to health curriculum topics, students will also participate in: asthma awareness sessions with HERC; Red Ribbon Week with anti-drug pledges, posters and discussions; violence prevention discussions and guests; National Smoke-Out anti-tobacco awareness; Nar-anon awareness discussions in grades 3-5 World AIDS Day penny drive Group counseling for various groups of children	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6	<input checked="" type="checkbox"/> <input checked="" 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 Health Advocate, K-5 Teachers, Principal
4, 3 2	To increase consistency and effectiveness of discipline practices, staff and parents will meet to share concerns and successes, and to revisit (and revise?) the Discipline Plan. The Discipline Plan, Carver Handbook and District Handbook will be distributed to parents and staff.	<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, 2001 Setting early expectations of staff, parents, students and administrator, with clear procedures in writing	<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 Leadership Team

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IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

Quarterly suspension reports and logs

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 3	Teachers will teach social skills within classroom practices and physical education. All staff will teach and/or reinforce the virtues of Ma'at daily. We will talk through conflicts, whenever possible, to guide children's use of coping and resolution skills.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" 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"/>	All Staff
3		1 2 3 4 5 6	Fewer incidences of unresolved conflict, violence, slurs, and disregard for school rules, as recorded in incident log Greater incidences of conflict resolution and responsible conduct	1 2 3 4 5 6 7	

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

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 2	Parent/guardians will have opportunities to learn ways to help their children and the school including: Parent Leadership & Support classes, Family Reading, Family Math, technology, writing development, health education/PE and training on self-governance and effective programs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Increased number attending. Mostly positive responses on usefulness of sessions.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Principal, Staff Presenters
5, 5	Parents will have access to the Parent Resource Center for books, articles, games, manipulatives and consultation to support academic assistance and parenting skills at home.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	At least 20 or 5% of the parents will utilize resources for parents.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Franks,Lisa Eg
5, 6	Parents will have access to school information, including Site Plan, School Portfolio, PQR Plan, Consent Decree information, BVHP Plan, State Standards, Core Curriculum, and schoolwide test results. Disaggregated or individual test data will be shared with parents at Back-to-School Night and grade level sessions to raise awareness and set goals.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	More parents will express that they are receiving information that equips them to assist the children and the school.	<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"/>	Principal
5, 7	Written communication will occur through periodic newsletters from the principal and teachers, committee notices, progress reports, corrected work returned, assignment planners, portfolios, handbooks, curriculum objectives, test results and vacation packets. A parent information board, literature rack and showcase will be a central location. Translation will be provided when possible.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	More parents will express that they are informed in order to assist their children and the school.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Teachers
5, 1 4	Attendance at parent/teacher conferences will be strongly promoted. The School-Home-Student Learning Compact will be read and signed by all parties, and reviewed at conferences at least two times during the year . Conferences may be held in the home or community when needed. Translation will be provided as needed. All conferences and home visits will be logged. The principal will prepare teachers to have productive conferences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Teachers

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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 increase over previous year, improving from 150 families to 185 families.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 8	Parents will participate in a parent/teacher conference that includes a focus on the student's writing development over time.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	April, 2002 Student writing portfolio and writing sample selection sheets	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	K-5 Teachers
5, 2 1	Various groups (SSC,SAC,ELAC,PAG,GAG), committees, teams, task forces and the SST will invite active participation from parent/guardians and provide channels to communicate their concerns, to contribute to our comprehensive needs assessment, to raise funds (PAG) and to make suggestions and decisions (SSC) regarding approaches to meeting children's needs. Input will be gathered through meetings, surveys, calls, focus groups, and informal sharing. Committee members will have opportunities for training and learning. The SSC will establish and amend the site plan and budget, as needed.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Increased number attending various committee meetings and focus groups, and increased engagement in solutions.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Principal, Lisa Franks
5, 2 3	Parent/guardians will be encouraged to participate and assist with the classrooms, resource rooms, library, field trips, and other school activities (career awareness, Read Aloud, Father Hood Club, cultural events). A volunteer survey will be used and training will be provided as needed. Translation in Khmer and Spanish will be provided as much as possible. Parent volunteers will be recognized as VIPs in May.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Increased number of parents involved as volunteers.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Teachers

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