

DRAFT

San Francisco Unified School District

West Portal 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

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

Process for Data Analysis

The principal and a representative from District Assessment and Accountability Office provides in-service on data analysis early in the school year. Teachers review the SAT 9 results for their classes, particularly the content cluster areas. Areas of strengths and needs are noted on a worksheet provided by the District Assessment and Accountability Office. Teachers make generalizations from the data at grade level meetings. Other effective assessment tools used by teachers are shared at grade level meetings. Examples include: running records, anecdotal records, IWA results and writing rubrics, reading checklists and comprehension reading rubrics, etc.

Academic/Performance

The school met its objective 1B and scored 40 points. ELL students made significant gains, an increase in 6.6 in reading and 3.1 in math. Our lower quartile students also made significant gains, 9.6. We met all of our API growth targets, our two significant subgroups scored 842 and 818.

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

Areas of Success/Progress/Achievement

We continue to make progress in our API scores, scoring a 9 in the state rankings. No significant subgroup regressed in the SAT 9 scores. Approximately 95% of our parents indicate their overwhelming satisfaction with the school program. We surpass the district in number of students scoring proficient on the IWA. Teachers indicate on a self-reflection survey that they rank above average in implementing best practices in their classrooms.

Areas of Concern

Our lower socioeconomic students still are below 800 on API score, scoring only 760. We rank 9 in our API, but only 7 when compared to like schools. Only 1 of 12 ELL students scored a 3 or better on the IWA.,February 2001. We still have 23% of our students scoring below the 50%. There is still a gap between those students who generally meet grade level content and performance standards and those students considered “at-risk”, our African American population, lower socioeconomic, EDY and ELL students.

West Portal Elementary School
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Current Programs

We participate in the PAR program, on site professional development in strategies for children with special needs, lead teachers in DAP, BASRC membership, Teacher Leaders in Special Education, national recognition for our efforts with children with different abilities.

West Portal Elementary School

School Year: 2001/2002

Vision Statement

"The object of education is to prepare the young to educate themselves throughout their lives."

Robert Hutchins

The mission of West Portal Elementary School, a supportive, nurturing, lifelong learning community for children and adults, is to:

- Enable students to be self-directed achievers, reaching their full potential by constructing knowledge, gaining a

knowledge base, and finding joy and value in learning in a rich, meaning-centered, hands-on, rigorous-curriculum,

active learning environment.

- Enable students to develop character and social consciousness, creating their own vision for the future and welcoming

responsibilities and challenges, using time, energy, and talents to improve the welfare of themselves and others.

- Develop in students a respect of oneself, one's cultural heritage and respect for others and their heritage, and welcome

diversity as an enrichment to their lives.

- Foster a safe, cooperative, bilingual environment for learning, encouraging second language acquisition through our

Chinese Immersion Program and our before school language classes.

- Empower all parents to become partners in their children's education, engaging in supportive activities which extend

their children's learning, value their educational efforts, and celebrate their successes.

- Empower teachers to meet student needs through participation in a challenging, thought-provoking professional growth

program that capitalizes on the rich diversity of our community and is based on current research and the best thinking

about curriculum and instructional practices.

Action Plan Overview
West Portal 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.	The school will meet its API targets including all identified sub-populations.	SAT 9	Monthly grade level meetings to review case studies to identify weaknesses and identify strategies to address students needs and gaps in their learning. By mid September, staff reviews data from previous year and creates a profile for each class of student skill needs.
	No more than 18% of our students will fall below the 50% in reading as measured by the SAT 9, an improvement of 10%. ELL students' scores will increase so that at least 25% score 3 or better on the IWA.	SAT 9 District Integrated Writing Assessment	
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 be enrolled in the core curriculum classes for the required number of instructional minutes.	Bell schedule, daily schedule, teacher records of instructional minutes; can include lesson plans.	Principal meetings with teachers, K/1, 2/3, and 4/5 grade level meetings in September and beginning of second semester to review grade level offers and schedule of instructional minutes. Assessment will occur quarterly to correspond with the 9 week progress reports.
	Students identified as not meeting the grade level content and performance standards receive support through adaptations, accommodations, and adult intervention to aid them in meeting the standards. There are accommodations for students who need challenge beyond the core. All students will use adopted instructional materials, texts, and supplemental materials.	A site-developed measure will be used to determine students' progress on meeting grade level content and performance standards, checklists, rubrics, anecdotal records, and running records. Survey of teachers and students, and principal observations.	

Action Plan Overview
West Portal Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
II. Academic Achievement: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.	<p>All students will be enrolled in the core curriculum classes for the required number of instructional minutes.</p>	<p>Bell schedule, daily schedule, teacher records of instructional minutes, can include lesson plans.</p>	<p>Principal meetings with teachers, K/1, 2/3, and 4/5 grade level meetings held in September and beginning of second semester to review grade level offerings and schedule of instruction.</p>
	<p>Students identified as not meeting the grade level content and performance standards receive support through adaptations, accommodations, and extra adult intervention to aid them in meeting grade level content and performance standards.</p> <p>All students will use adopted instructional materials, texts and supplemental materials.</p>	<p>A site developed measure will be used to determine students' progress on meeting grade level content and performance standards.</p> <p>Survey of teachers and students.</p>	<p>IEP goals will be reviewed quarterly to corespond with 9 week progress reports; assessment of content and performance standards in reading and math will be used to mark progress reports as they occur every 9 weeks.</p> <p>Teacher surveys conducted by mid September and end of January. Student surveys will be administered in January prior to third report card period. Teachers and teachers will review survey data at K/1, 2/3, and 4/5 grade level meetings in September and January.</p>
III. Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations (PQR/WASC, Compliance (CCR), whole school reform models, schoolwide programs, school-based curricular, instructional, or programmatic improvements.	<p>Each grade level will show an improvement in the content clusters on the SAT 9 in Reading Comprehension. (Increase to at least 55% the number of students scoring in the above average range in Reading Comprehension.)</p> <p>Teachers will improve their instructional practices to assist students in achieving academic goals and grade level content and performance standards.</p>	<p>SAT 9</p> <p>The TUPs assessment tools, Teacher Use of Instructional Practices, an Education Consultant Resource assessment instrument, is used to assessed this objective.</p>	<p>Review of SAT 9 content cluster scores. Identification of students scoring at or below average in the content cluster area of Reading Comprehension.</p>
	<p>All teachers will attend at least 21 hours of staff development during staff development days and attend bimonthly curriculum faculty meetings.</p>	<p>Professional Growth Plans</p>	<p>The TUPs assessment is administered in November and March.</p> <p>Professional Growth Plans completed by all in September and reviewed by principal and teachers in January and May.</p>

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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.	Students, staff, and parents know the school's discipline policy and school wide expectations for behavior.	Surveys, logs of attendance at Back to School Night, and returned parent/guardian signature sheet on School Discipline Form.	Fall and Spring Surveys.
	Students, staff, and parents know the school's evacuation and emergency plan in the event of a disaster or blackout. All students will receive 30 hours of health education. Six hours will address tobacco and drug prevention.	Staff survey, random sampling of students and parents. Health Advocate's evidence document.	Emergency plan to go home in the fall, periodic monthly fire drills, diaster drills as directed by the district. Semester review of lesson plans related to health.
V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.	90% of all parents will attend at least one school-related activity by April of the school year.	Sign in logs for various school events, teacher logs of parent teacher conferences, office records of home to school contacts.	On-going documentation of parent/guardian participation beginning with August welcome of new families.
	Parent Survey will indicate that they feel more informed and engaged than in previous years.	Parent satisfaction survey, spring 2001, parent satisfaction survey, spring, 2002.	Review results of spring 2001 survey, September, and administer parent survey, April, 2002.

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.

The school will meet its API targets including all identified sub-populations.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 1	The principal attends the Excel Training and the Test Awareness Training provided by the District Testing and Evaluation Office and uses the information with staff to improve knowledge and skills on how to use data to improve the instructional program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Fall, 2001 Professional Development Workshop - Improved knowledge of use of data	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Principal / Teachers
1, 1 1	Teachers use data reports and classroom assessments to identify students who are achieving in the lowest quartile and in the "below average" band of the content clusters. They are aware of those students identified as ELL and students in quartile 2 and 4. Grade level meetings will be held to share strategies to meet the needs of the different learners.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Beginning of school and Improved knowledge of students needs and strengths.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teachers Support Staff Principal
1, 1 2	Assessment activities include ongoing evaluation of all students. Staff uses such tools as Scholastic Assessment materials, observation, student portfolios, records of daily activities, authentic assessment, student/teacher/parent conferences, grade level rubrics, and student attendance. Teachers and support staff continue to improve authentic assessment strategies. Teachers use forms in the K-5 Standards binders to assist in assessment and evaluation and to monitor student programs and program effectiveness. Portfolios may include reports, pictures, drawings, video and audio recordings, projects, samples of daily class work and homework, stories, research, records of demonstrations, and checklists of skills and content attainment. Teachers regularly self-reflect on their classroom programs in order to make changes and improve course offerings. The principal in-services staff on test preparedness and test practice in order to increase students skills in standardized test-taking. The Literacy Specialist presents additional training on the district ESL Hampton Brown series. Teachers and students use test practice and test taking preparation materials. The principal monitors the language arts programs through regular visitations and monitoring of classrooms. Generic and specific feedback of observations are presented during faculty meetings and in staff bulletins. The principal collects all 4th grade students' weekly compositions and meets with classes bimonthly to discuss progress with students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	On-going to correspond A variety of assessment tools help teachers adapt/change the curriculum to foster students' academic growth.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	entire staff

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

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

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The school will meet its API targets including all identified sub-populations.

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1, 1 3	The Literacy Specialist is an integral part of implementing a high quality program for the EDY and ELL students, coordinating services, purchasing materials, and recruiting volunteers. The LS inservices and coordinates the schedules of the instructional aides to provide classroom support for the targeted population.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	September, January, Auxillary staff and additional funding will improve academic support for all students, use of LALAR	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Literacy Specialist
1, 1 6	The SST meets each Thursday. Attending are the Elementary Advisor, School Psychologist, Principal, RSP, child's general ed. teacher, child's parent and a general ed. teacher representative. The SST draws upon many resources to assist students. The SST is designed to support students in a variety of ways through a multidisciplinary team effort.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Weekly Improved academic progress for targeted students.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	SST Team
1, 1 7	Students have opportunities for project-based learning of mathematics. They experience educational technologies as mathematical problem-solving tools (computers and calculators) and other appropriate tools and materials for problem solving.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	on-going Project-based learning and the use of problem-solving tools and software improve mathematical skills.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Staff/Students
1, 1 8	Targeted students, including students with IEPs, use manipulatives to transition from the concrete to the abstract in math. They are given time needed to develop concepts and basic facts, utilizing a multisensory approach. Provisions are made to support students who need additional strategies to meet grade-level content and performance standards. Adaptations and accommodations are used so that students have access to the core curriculum. All identified special education students are included in the general education program more than 50% of each day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Monitoring to Targeted students receive support in order to make mathematical gains.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	staff
1, 1 9	GATE students have opportunities to demonstrate their thinking about math problems and communicate their ideas to others by preparing and teaching lessons using a project-based format. Technology is encouraged for presentation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Monitoring to GATE-identified students as well as general ed. students learn and teach each other through project-based learning.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	GATE/staff

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The school will meet its API targets including all identified sub-populations.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 10	In addition to the ongoing assessment tools provided in Mathlands and Math Steps, practice test materials are used for test preparedness. Students are given feedback regarding their mathematical performance. Assessment includes third grade district assessment. Students explain mathematical thinking in a self-assessment process.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	every 9 week progress Assessment strategies help teachers monitor and adapt the math program to meet students' math needs.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Staff/Students
1, 2 4	The Elementary Student Advisor is an integral part of increasing academic performance for the targeted group. She communicates her role to staff and makes available referral forms for her program and the SST. (She is secretary to the SST) The Elementary Advisor makes home contacts as needed and provides intervention activities to assist youngsters in adjusting to the school environment. The Elementary Advisor monitors daily the targeted population for attendance, tardiness, and homework and classwork completion, and serves as a mentor to our AA students. She communicates to the principal when additional intervention is needed. She tutors AA students who need additional support. She provides feedback to the classroom teacher and implements a reward system for effort and accomplishments. The Elementary Advisor meets the morning buses to make sure students eat, order lunch and are prepared for classroom work. She monitors the bus ride and frequently takes the bus to prevent bus problems and ensure children are ready for school.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Weekly monitoring Targeted students have improved academic gains.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Elementary Student Advisor / Principal
1, 3 5	The Literacy Specialist works with teachers to support identified students (ELL) to support academic achievement in school through the effective use of appropriate techniques and strategies in completing learning tasks. The district adopted Hampton Brown ELL series is the basis for instruction for ELL students. The Literacy Specialist implements and monitors the redesignation process for ELL students.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fall and spring ELL and targeted students have improved academic gains.	<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"/>	Literacy Specialist, Classroom Teachers, Parent funded Aide

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ELL students's scores will increase so that at least 25% score 3 or better on the IWA.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 3 11	The Parent Liaison will work with the Volunteer Coordinator to recruit volunteers to work with ELL students. Individual volunteers will meet with the school principal to discuss strategies to help ELL students improve their writing. Teachers will keep check lists detailing students' individual needs. Materials will be purchased to support ELL students' writing skills. Materials will be sent home for practice.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Assessment by ELL students will improve their skills in writing so that intermediate students can write a 3 paragraph essay with beginning, middle, and end, with supporting details.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Parent Liaison, Volunteer Coordinator, Principal, Classroom Teacher

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

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 1	All students participate in computer tech program to assist them in achieving success in language arts and math. The CTIS and aide work with students as scheduled by the classroom teacher. Computers/printers and software are purchased by the parents club in collaboration with the classroom teachers.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Spring Students will improve on standardized tests and show at least one year's gain.	<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	CTIS, Teachers, LS
2, 1 3	All students, in order to improve vocabulary, participate in field trips which provide a common focus for students. These field and study trips integrate social studies, science, music, reading, fine arts, and language arts and are a basis for common experiences for writing activities.	<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	Field trip log examined Field trips extend learning opportunities across the curriculum.	<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	Staff/Students
2, 1 4	Students participate in the annual Academic Fair, either as presenters, observers, or both. Students have the opportunity to demonstrate completed projects. Demonstrations are multidisciplinary, including class, individual, and partner-written books.	<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	Spring open house Students are motivated to present their work and/or learn from their peers' displays.	<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	Literacy Specialist / Staff / Students
2, 1 5	All students, in order to improve reading comprehension, participate in SSR and D.E.A.R time in the classroom and at home through a daily homework policy which includes a student/parent reading log. Daily journal writing occurs in each classroom. (A parent donated a daily writing journal for each student, K-5, with the West Portal logo on the journal cover.)	<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	D.E.A.R. reading Improved reading comprehension and motivation to read at school and at home.	<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	Teachers, parents, students
2, 1 7	Poets in the School is provided through our district arts grant to further promote language arts development. Childrens' poems are "published" and prominently displayed and shared with peers and family. An aide displays "theme" bulletin boards which promote literacy. Our artist-in-residence, K-2 classes, incorporates themes and writing through her visual arts program.	<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	January or March Creative and expressive writing skills are developed through poetry writing. Art supports literacy learning.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff / Students / Artist-in-Residence

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

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 8	Efforts are made to improve the library as a "literacy place". All children can take library books home. A better check-out system is designed for K-2 children so they have easier access to the books. Intermediate students, in order to improve their reading comprehension and research skills, participate in research programs coordinated with their library and technology programs, assisted by the CTIS, and aide, and classroom teachers. The library computers are integral part of the language arts program. The aide and CTIS work with students with the Scholastic software and other programs. Story writing and publishing are major components of the K-3 technology's program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Monitoring November, The library is well used, perceived as a "literacy place."	<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	entire staff
2, 2 6	All students' differing learning styles are addressed through the use of various learning modalities including: books, worksheets, hands-on activities, slides, films, microphones, computers, overhead transparencies, large group presentations, collaboration, multiple intelligences, music, and field trips. Parents, district and state funds provide for the activities and materials.	<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	Activities promote children learning through their strengths and teachers teaching to strengths.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	entire staff / students
2, 2 9	The principal, as the focus for evaluation, will select Teaching Standard 1: Engaging and Supporting All students in Learning: Teachers build on students' prior knowledge, life experiences, and interests to engage all students as the focus for evaluation. Teachers encourage and value all students' voices and perspectives. Teachers use a variety of instructional strategies and resources that respond to diverse needs of all students. Element 2 specifically states that teachers "Use a variety of instructional strategies to respond to students' diverse needs." The principal provides training for the teachers on the use of the Teaching Standards.	<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	Monitoring on Teacher Increased knowledge of Teaching Standards and application of different instructional strategies.	<input checked="" 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	entire staff

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Students identified as not meeting the grade level content and performance standards receive support through adaptations, accommodations, and adult intervention to aid them in meeting the standards. There are accommodations for students who need challenge beyond the core.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 2 10	All GATE students, in order to expand and extend their thinking skills, participate in at least 250 minutes weekly of differentiated instruction with opportunities for clustering in homogenous groups. Strategies designed by the classroom teachers to encourage and support multiple-intelligences are implemented. Themes and project-based learning support differentiated instruction. Teachers compact the curriculum. Programs are designed to challenge the GATE youngster in an experiential, dynamic and joyful exploration of active learning in a hands-on, minds-on approach, utilizing the strengths of the participating teachers. The technology resource teacher provides technology training for students to use technology to access, organize, analyze, and present information. A 4/5 classroom teacher is our GATE coordinator and facilitates GATE curriculum meetings. All 4th and 5th grade teachers participate in in-service training on differentiating instruction. Specialized materials are used: Interact, AIMS, DWoK Extension Activities, and Simulated Software. The GATE staff coordinator inservices teachers on GATE identification procedures and characteristics of GATE students. There is a concerted effort to identify under- represented groups, particularly those youngsters in the consent decree targeted population.	<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	To correspond with All students are given opportunities to expand their thinking skills. GATE students are challenged and motivated to extend learning through project-based learning and differentiated curriculum.	<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	GATE Team
2, 2 12	Special needs students are supported by categorical programs which are designed to ensure their success in the core curriculum. The Inclusion Support Teacher, the RSP, Special Education Paraprofessional, Speech and Language Therapist and other support staff work with the general education teachers to meet the math goals through adaptation and accommodated assignments and support strategies. (All identified special education students are included in the general education classroom more than 50% of each day.)	<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	Progress reports Special needs students receive the support needed to succeed academically.	<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 Education

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 use adopted instructional materials, texts, and supplemental materials.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 3 2	A team of teachers with the principal plan the Professional Growth for the year based on staff input. One focus of the Professional Growth plan is grade level meetings and teachers as resources. Teachers meet in grade level teams. K/1, 2/3, and 4/5 to align grade level curriculum offerings with the reading content standards. Examples for the reading standards are determined and printed for each grade level team.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	January and May Teachers use appropriate strategies aligned with the language arts performance and content standards.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	entire staff
2, 3 11	Teachers, Leadership Team, and support staff facilitate and coordinate the improvement of the math program as defined by the PQR improvement plan and help align the math curriculum with the state/district standards, instruction, and assessment. This process involves parents as partners and includes making sure parents have information regarding mathematical goals, content standards, and assessment results. Any district-mandated test awareness training will be attended by a West Portal staff representative.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Monitored on progress Teachers use appropriate strategies in teaching math aligned with standards.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	entire staff
2, 3 12	The principal ensures each classroom has the necessary district-adopted instructional materials and the content and performance standards. A review and overview of the district core curriculum and grade level content and performance standards is held at a September curriculum grade-level Staff meeting.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May, August, All teachers have knowledge of the core curriculum and have the necessary materials to implement the core. Survey of teacher to determine needs.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal/Teacher Leaders

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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.

Each grade level will show an improvement in the content clusters on the SAT 9 in Reading Comprehension. (Increase to at least 55% the number of students scoring in the above average range in Reading Comprehension.)

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 3	Special needs students are supported by categorical programs which are designed to ensure their success in the core curriculum. The Inclusion Support Teacher, the RSP, Special Education Paraprofessionals, Speech and Language Therapist and other support staff work with the general education teachers to meet the literacy goals through adaptation and accommodated assignments and support strategies, including technology adaptations. A team approach implements activities to meet the IEP goals. (All identified special education students are included in the general education classroom more than 50% of each day.)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Fall, Spring Special needs students receive the support needed to succeed academically.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Special Education Team / Entire staff
3, 1 6	A collaboration of General Education & Special Education Staff provides in-service training on use of the SST process to promote student achievement. The staff is given a needs assessment to determine areas of focus for monthly grade level meeting. Successful intervention strategies are shared and publicized.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	September, April List of Strategies - Implementation of strategies	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	entire staff
3, 1 7	Evaluation of the site plan occurs several times throughout the school year. After review of the plan at the Fall meeting, members are asked to visit classrooms and programs to see the plan in action. SSC members must visit the school at least once in the fall and once in the spring. After each visit, members are to complete checklist and make comments to be discussed at the Spring meeting in preparation for next site plan. Ongoing discussion and evaluation of the program take place at the quarterly SSC meeting or when scheduled by the Chairperson.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Bi monthly SSC Evaluation of school site plan, monitoring of benchmarks	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff/Parents/SSC

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Each grade level will show an improvement in the content clusters on the SAT 9 in Reading Comprehension. (Increase to at least 55% the number of students scoring in the above average range in Reading Comprehension.)

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 8	All teachers support mathematical development for all students through the following activities: A problem of the day or week is used to improve problem solving skills and writing abilities in math in grades 1-5. Informal math assessments are administered at the beginning of the school year to determine skill gaps. Students receive small group instruction to address skill needs. (Teachers, paras, support staff, volunteer, peer tutoring.) All students are assessed for identification of specific skill mastery and deficiencies in the areas of math concepts, applications, and computations. Assessment materials are available in Mathlands and Math Steps programs. Staff analyzes student achievement in subcategories, problem solving, statistics, etc., and uses this information to plan future lessons. Teachers and students use the supplementary Math Steps Program to complement the Mathland program. The teacher provides explicit teaching of mathematical problem-solving strategies and strategies to help students monitor their own work. They provide students with opportunities to practice in situations that allow them to solve novel or real life problems. (Marilyn Burns lessons are used in many classrooms.) Learning time is extended for mathematics by using appropriate and relevant weekly homework assignments. (Math Tune-ups, Part II)	<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	Fall assessments for Improved mathematics achievement for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Staff/Students
3, 1 8	Modifications and changes to the budget will be made at the quarterly scheduled meeting of the SSC to align program needs and expenditures. (However, the SSC Chairperson will also convene a meeting if budget modifications need to be made immediately.) These changes are in response to the on-going assessment and evaluation of the program and activities so that the program improves to meet the children's needs.	<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	Quarterly, beginning in Budget to align with program needs, expenditures	<input checked="" 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	Staff/Parents/SS C
3, 1 10	School Improvement: Ongoing evaluation of the site educational program includes quarterly visits from SSC members, grade level discussions at the second faculty meeting of the month, weekly visits from the TSA from the Language Academy and semester visits from Associate Superintendent of Elementary Operations. Recommendations are presented at the SSC and faculty meetings.	<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	Quarterly On-going monitoring of school educational program	<input checked="" 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	District and site staff, SSC

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Each grade level will show an improvement in the content clusters on the SAT 9 in Reading Comprehension. (Increase to at least 55% the number of students scoring in the above average range in Reading Comprehension.)

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 13	Teachers turn in their daily and weekly schedules. Individual meetings between the teacher and principal regarding the number of required instructional minutes are held as needed.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Survey and meetings Children have required number of instructional minutes in the Core Curriculum areas.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Teachers
3, 2 1	The entire school community participates in the PQR process to define school improvement strategies. (See Guide and Criteria for Program Quality Review , California Department of Education, 1998 for details.) This process emphasizes data analysis as evidence of school's strengths and weaknesses and the students' performance, using standards as a way of defining goals, sampling student work in relation to standards, supporting teachers' work in the classroom, and developing and implementing a comprehensive school improvement plan based on the findings of the PQR. Those students needing additional practice meeting grade level standards can participate in Summer School - private and community provided services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	November and March A comprehensive school improvement plan will be developed. The improvement strategies will increase teacher skills and increase academic growth for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	entire staff

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All teachers will attend at least 21 hours of staff development during staff development days and attend bimonthly curriculum faculty meetings.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 3	Professional development activities : The principal attends Leadership Connection sessions to develop skills in implementing school-wide reform for enhancing language arts and math development. The principal attends regularly scheduled Curriculum Administration workshops in promoting literacy. As a BASRC member, our teachers are invited and attend professional growth conferences provided through BASRC. Our CTIS attends district-provided workshops in technology to support language arts and math learning. He shares learned strategies with staff and students. Intermediate teachers attend district-provided GATE workshops to enhance academic instruction for GATE students. Grade-level released days are provided (when substitutes can be secured) for scholastic training, Wright Group, and sharing - (coordinated by the Literacy Specialist) to promote academic success. Teachers meet on own time in grade-level meetings to share ideas and time is available at faculty meetings for grade level and cross grade level meetings. The 4th grade teachers meet with the principal to share strategies to increase achievement on the IWA. Teachers self-select to attend after-school and weekend courses for professional growth, including IWA training. Two site BTSAs provide on-site training for new teachers. They assist in leveling classroom libraries and developing strategies for managing a quality language arts and math programs. The school community plans for the three scheduled professional development days as governed by our needs and the PQR process. Professional development addresses effective strategies for accommodations and adaptations across the curriculum areas in order to meet the needs of all students, and to ensure access to the core curriculum for special needs students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	January, May	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	entire staff
4		1 2 3 4 5 6	Teachers continuously learn new strategies to better their programs for their students.	1 2 3 4 5 6 7	

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

All teachers will attend at least 21 hours of staff development during staff development days and attend bimonthly curriculum faculty meetings.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 3 5	Professional development includes the following: Time is allotted at faculty meetings for professional development. Professional development time is dedicated to math training for the entire school community. A focus for some of the professional development is training teachers on strategies to use writing skills necessary for communicating in mathematics, communicating about their observations, and communicating in math journals and for their portfolios. A district support are available to provide staff training in problem solving. Professional development addresses effective strategies for accommodations and adaptations across the curriculum areas in order to meet the needs of all students.	<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, January, Teachers continuously learn new strategies to better their programs for their students. Improved math instruction and learning.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	entire staff

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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.

Students, staff, and parents know the school’s discipline policy and school wide expectations for behavior.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 1	The school community determines it is necessary for the physical plant to be a place of pride for learning. In order for the facility to be organized to support students’ academic, social and emotional growth, parents and staff serve on the Facilities Committee to monitor physical needs and make recommendations for improvement. Principal meets monthly with the school site building and grounds committee to review and evaluate condition of the building and the school’s maintenance needs. School site building and grounds committee assists in organizing clean-up days. The building and grounds committee liaisons with central office Facilities. The principal meets with noon-time monitors to plan strategies to assist students in caring for their school. Parents and staff serve on the Facilities Committee to monitor physical needs and make recommendations for improvement. Frequent monitoring occurs to determine that the school is organized to support students’ academic, social and emotional growth.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	August, then monthly School grounds and facilities are maintained in a neat and orderly way. Students respond to order with positive behavior.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Staff/Parents
4, 1 2	An instructional paraprofessional documents parent involvement events and school activities through displays in the hall adjoining the office. The bulletin board featuring the “Expectations are Everywhere” message is on display in the upper hall. Teachers are asked to review the major points frequently with their students. Other photo displays of children participating in school activities are prominently displayed throughout the school. Art inservice sessions are given by staff and paraprofessional to promote school spirit. School bulletin boards are assigned to classes on monthly basis. Efforts are made to increase “ownership” of the school community in the appearance of the campus. The school maintains a pictorial display of activities on poster boards to be available for community events and school orientation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	August, on-going School is a place of pride.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	School community
4, 1 6	An assembly is held at the beginning of each year to explain school wide expectations. The school discipline’s policy is discussed and sent home. A tear-off is returned by each family to the classroom teacher. Each teacher explains his/her discipline policy at the back-to-school night in September.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	September and on-going. School-wide expectations for behavior and social and emotional growth are widely known.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Entire staff

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Funding Source 1 = District 2 = CD 3 = SBPCP 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.

Students, staff, and parents know the school's evacuation and emergency plan in the event of a disaster or blackout.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 2 5	There is a well-organized disaster plan understood by all staff and students. Parents are knowledgeable about the school's disaster plan. They know the procedures in place in the event of a disaster. The Parent Club supports the disaster plan with finances and intervention strategies. Strategies are in place to simulate a disaster so practice sessions train school community in quality response actions.	<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	August, December, Thorough planning in place in the event of a disaster. Practice drills ensure all are prepared.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6 7	Emergency Response Team
4, 3 3	A minimum of 30 health education lessons will be delivered by all classroom teachers. In conjunction, community groups (on approved list of district resources) will deliver instruction in health and safety.	<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	May Year long lesson plans, Attendance records	<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	Staff, Community Agency
4, 3 4	All intermediate grade students participate in a series of Tobacco-Alcohol-Drug prevention program presented by a community agency on District approved resource list.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	May Attendance records for prevention program	<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	Teachers, Health Advocate, Community Agency

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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.

90% of all parents will attend at least one school-related activity by April of the school year.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 3	The structure of the Parent Organizations is designed to increase Parent Involvement. Room representatives work with teachers and the liaison with all parents from the room. The room representatives work toward curriculum involvement as well as volunteer recruitment and fund raisers. A welcome back letter is sent to all parents in August, emphasizing the importance of home/school cooperation, and encouraging parent participation in school events. Members of the school community are invited to be on the West Portal Executive Board, the Chinese Immersion Curriculum Committee, and the Inclusion Support Committee to create and organize community building activities. All parent activities are documented. A meeting is held with Parent Club officers to plan the Parent Involvement Program. Parents and staff create and organize community building activities for the school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	August, quarterly Parents are informed and encouraged to participate in school activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Staff/Parents
5, 1 5	The aide, principal, teachers, and support staff help parents understand the importance of involvement in the school program. Efforts are made to recruit parent and community volunteers for yard activities. The parent club hires an additional staff person to monitor yard activities. Parent Club fundraising events provide materials and resources to support the learning program for all students. The fall fundraiser asks parents to support the West Portal Education Fund and the spring fundraiser is a school-wide participation in the spring festival and parade.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	August, on-going There is additional help for yard activities and community activities.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Staff/Parents
5, 1 7	There is a kinder orientation held each spring. An Orientation Coffee is held on the first day of school. On the first Friday evening, a welcome potluck provides an opportunity for new families to meet. Monthly Parent Club meetings feature topics selected from parent suggestions. A staff meeting is held to discuss the objectives, purpose, and plans for BACK TO SCHOOL NIGHT which is held in mid-September. The Spring Open House features students as hosts. School discipline and homework policies are sent home; parents respond by returning tear-off.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	August, on-going, Increased number of parents participate in school orientation activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Staff/Parents

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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.

90% of all parents will attend at least one school-related activity by April of the school year.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 8	A letter is sent from the staff to all parents emphasizing the importance of parent support for learning and inviting them to participate in school programs. "Message Folders" are sent home weekly to communicate school programs and inform parents of school activities in which they can participate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Weekly Weekly communication between home and school provide information about school activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Staff/Parents
5, 1 9	Parent involvement is critical to the success of our programs. Strategies to involve parents include: Information/Orientation meeting for all new parents, Back to School night, Volunteer Recruitment Program from the SF School Volunteer, Parents Club Volunteer Signup and Survey, Classroom teachers recruitment, and personal contact by the SSC members and Literacy Specialist.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	On-going, Parents will be more involved in our school programs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Entire Staff, Leadership Teams
5, 1 10	As part of the Language Development program, the school presents a Spring Musical in which all students may choose to participate. The Parents Club provides funding for materials and costumes. Prior to the Musical, a teacher is released for five days funded under SBCP to help plan and direct the Musical. She works with students in chorus, dance and script writing and develops the Musical with them. The final production is a culmination of student collaboration with the teacher director.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Spring The spring musical gives parents another opportunity to be involved in the school, it is a community building event.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	School Community
5, 1 11	The principal reviews all report cards before they go home. Teachers encourage all parents to attend the November and April Parent/Teacher conferences. Notices are sent home early so parents are prepared. Several reminders are sent. Staff is available for translating and interpreting in Chinese and Vietnamese.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	November and April Parents are better prepared for parent conferences with the help of staff.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff / Parents / Principal
5, 1 13	The Literacy Specialist and Aide are resources to the members of the school's elected committees. The Aide acts as secretary, notifying members of meetings, posting announcements, and distributing agendas and minutes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	A minimum of Information about the program is communicated to the school community on a regular basis.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Literacy Specialist/Aide/Committee Representative

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

Funding Source 1 = District 2 = CD 3 = SBCP 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.

Parent Survey will indicate that they feel more informed and engaged than in previous years.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 2 1	Elections are held to elect representatives to SSC, SAC, and BAC according to state guidelines. The school councils determine the planning, implementing and evaluating of the SBCP. Modifications to the program are made as necessary using surveys at our bi-quarterly SSC meetings. The Literacy Specialist provides the necessary training on the legal requirements and functions of the committee. The School Site Council voted to be school based at its 10/00 meeting. The BAC voted to relinquish responsibilities to SSC at the 10/00 meeting of the BAC.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	Fall, bimonthly Establishment of site councils to plan, implement and evaluate state programs.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	Literacy Specialist/SSC
5, 2 2	Parent and staff surveys are used to provide input into the site plan. Informational materials are distributed to staff and the Parent Club executive board. All interested people are given the opportunity to assist in preparing the plan. The staff meets with members of SSC/BAC in preparing site plan. The SSC also plans, monitors, and implements the parent involvement program. The aide works closely with parent organizations and the SSC to assist in this task. The staff compiles data from parent surveys for inclusion in the final version of the site plan. The final version includes the vision for the SBCP program as follows: The SBCP strengthens the core academic program and ensures that students have access to and succeed in the program. Revisions and modifications to the site plan are determined by the SSC/SAC. SSC meetings are convened by the chairperson who is assisted by the aide and the Literacy Specialist.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	September, April Establishment and development of school site plan.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7	Staff/Parents

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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.

Parent Survey will indicate that they feel more informed and engaged than in previous years.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 2 4	The Parent Club fosters a sense of community, actively encouraging on-site participation. A volunteer data base is established for active parent involvement in all school functions. The SF School Volunteers provide community volunteers for our school. Active recruitment efforts are made by the principal, parent volunteer coordinator, parent liaison, teachers, and support staff for parent and community volunteers and representatives on district committees. A School Parent Representative is selected to serve on our site GATE committee and to liaison with the District. The staff establishes a volunteer sign-in book to document parent participation in the school. Classroom records are kept of attendance at Back to School, Open House, family activities, and Parent Conferences. The parents initiated the noontime game room, after school homework club, Family Night at the Jungle, and Family Science Night with the Exploratorium.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	August, Spring Volunteers are recruited from the community to support school activities. Volunteer support increases.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Staff/Parents
5, 2 6	Parent Club activities promote parent education through sponsoring evening workshops, literacy and test awareness. The Parent Club sponsors the "Birthday Book Club" - adding books to our library collection. Each Spring, the Parent Club hosts a Book Fair - one week and one evening. Parents are encouraged to attend with their children.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	September, Spring Increased number of parents attend parent meetings and special events.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Parent Club, Staff
5, 2 12	The Chinese Immersion Curriculum Committee is a sub committee of the West Portal Parent Club. It advocates for language learning, promoting cultural activities and promotes communication about the CIP. Classroom reps facilitate communication. The Chinese Immersion Curriculum Committee implements and monitors the Chinese Language Lending Library to help parents support language and literacy learning at home.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Monthly meetings Chinese Immersion Curriculum Committee implement and monitor the library and literacy, another avenue for involvement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Parent Club, Staff
5, 2 14	The CTIS coordinates the West Portal quarterly Newspaper featuring students' writing and a parent page. Monthly school calendars sent home list all school events, including Parent meetings, field trips, assemblies, environmental programs, etc. Vacations, Parent/Teacher conferences, and testing dates are sent in a timely manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Bi-monthly publication Parents are kept informed of all school activities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	CTIS, Principal, Secretary

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**Programs in District Schools
2001/2002****West Portal Elementary School**

Priorities Addressed					PROGRAM
PR1	PR2	PR3	PR4	PR5	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Arts Education Collaborative
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Bay Area School Reform Collaborative (BASRC)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beginning Teacher Support & Assessment (BTSA)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Galef--Different Ways of Knowing
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peer Assistance & Review (PAR)
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chinese Immersion Program