

# San Francisco Unified School District

---

## **School Site Plan for 1999-2000 Table of Contents**

1. School Description (SARC)
2. Analysis of Current Conditions
3. School Vision Statement
4. School Site Priorities
5. School Activities
6. Program Descriptions
7. Budget
8. Attachments
  - A. - Core Curriculum
  - B. - Common Expectations
  - C. - Departmental Templates
    - 1) Consent Decree
    - 2) LEP
    - 3) GATE
    - 4) Safe Schools

## Argonne Elementary School *Analysis of Current Conditions*

District Goals & Superintendent's Priorities	Level of Need	Source
1.0 To improve teaching and learning to enhance the academic achievement of all students.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	RSI plan, 1274 grant plan, PQR plan 93/94, Environmental Science plan, 98/2002 PQR plan
1.1 The achievement level of African American, Latino and ELL students will be raised to the 50th NCE by spring of 1999, and for Special Education students not exempted from testing through the IEP and all youngsters of poverty by spring of 2000.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	Designated dollars in the Fed./State grant increase support focus on targeted group.
1.2 SFUSD has achieved a bottom quartile that is very near normal now. Emphasis will be on the next higher quartiles and we will begin to move the achievement/performance of quartiles two and three.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	SAT scores Comparison study of CTBS/SAT scores (Scatter Chart)
1.3 Raise the performance and enhance experiences in the Gifted and Talented (GATE) program.	<input type="radio"/> Hi <input checked="" type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	SAT scores
1.4 Continue to improve educational technology.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	Argonne Technology plan..and building plan. ACT Council notes.
1.5 The Language Academy will begin demonstration programs at several sites throughout the city.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	BAC decision to create a model extended day language program. BAC Minutes.
2.0 To improve staff, parent and community participation in the educational process.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	RSI plan, 1274 grant plan, ACE Bylaws.
3.0 To maintain school environments that are safe, secure and attractive.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	Linking Council notes, ACE meeting notes, ACE letters to B &G dept. regarding security.
3.1 The Building and Grounds and Facilities Planning departments will integrate and enhance the District's efforts to build, rebuild and maintain adequate facilities throughout the District.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	Linking Council notes, ACE meeting notes, ACE letters to B&G dept. re/ unfinished building issues.
4.0 To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	RSI plan, 1274 grant plan, GATE plan.
5.0 To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program.	<input type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input checked="" type="radio"/> n/a	
5.1 The Early Childhood Education program will improve instruction that develops readiness for learning in the child's crucial years.	<input type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input checked="" type="radio"/> n/a	
6.0 To increase and expand inter-agency collaboration to better serve our students.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	Linking Council , ARTS,and REBUD notes

**Argonne Elementary School**  
*Analysis of Current Conditions*

<b>District Goals &amp; Superintendent's Priorities</b>	<b>Level of Need</b>	<b>Source</b>
6.1 Youth Development and Coordinated Services will align and provide services that support youth in Beacon or "one-stop" schools.	<input type="radio"/> Hi <input checked="" type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	Linking Council notes to continue relationship with RDASC & YMCA.
6.2 Expand our school-to-career components, both within the SFUSD and with our external partners, so that school-to-career is fully integrated into each high school student's experience.	<input type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input checked="" type="radio"/> n/a	

**Argonne Elementary School**  
***Vision Statement***

*Modified on 5/31/99*

We envision Argonne students who, upon entering the 21st Century

- desire and have the ability to utilize their minds in a critical, creative manner, neither fearful to experiment with new ideas nor afraid to make a mistake;
- possess a wealth of knowledge and an array of skills and be able to utilize all available resources to enhance thinking and learning, responsibly following where curiosity and passion lead;
- transfer knowledge, skills, and resources to new situations;
- feel deep connections with family, school, peers, and the community at large;
- celebrate likenesses and differences in the people who surround them and show wonder and delight in their own ethnic and cultural heritage;
- utilize democratic principles in developing ways to work and play, never ignoring anyone's rights and being responsible for their own actions;
- have total confidence in self intellectually, culturally, socially, and physically, easily becoming excited about solving a problem or dealing with a challenge, willing to question their own and others' assumptions and building on the combined vision.

***School Priorities for  
Argonne Elementary School***

School Year 1999-2000

<b>School Priority</b>	<b>Measurable Objective</b>	<b>Specific Measurements</b>
<b>A</b> <b><i>Develop and apply instructional strategies to better meet the needs of all students.</i></b>	<p>All students will be provided with a meaningful multiple-intelligence sensitive, activity-based curriculum delivered through integrated interdisciplinary/thematic instruction with an emphasis on improving literacy and providing equal access to the curriculum. This will be accomplished through constructivist methods....”hands on-minds on,” SDAIE instruction, and sensitivity to our diverse student body.</p> <p>All students will be provided with the opportunity to develop literacy as a source of enjoyment, information, critical and creative thinking opportunities as supported by a print rich environment in all its genres and formats.</p> <p>Teachers will experience professional development opportunities through self selected , site based inquiry groups and through other workshops, conferences and district offerings that coincide with their personal professional growth plan.</p>	<p>Notes from regularly scheduled professional dialogue analysis of student work, student assessment portfolio peer evaluations, teacher and student journals/reflective student progress reports, SAT scores, student observer/participant or student teacher observations/ and parent/community volunteer observations/reflect</p> <p>Student work evidencing literacy, across all disciplines many forms is displayed in the classroom, held in portfolios, and placed on “Argonne’s Learning Wall (Outside of classroom display areas.) Full and varied classroom libraries in use. There is evidence of computer programs across all disciplines regularly checked out logged in use logs. Schedules and check out system evidence of media/library in full use throughout the school and after school.</p> <p>Notes and sharings from inquiry groups on their learning progress.</p> <p>Individual professional development notations kept on monthly calendar.</p> <p>Quarterly reflections relative to professional development goals and continuum of progress..</p>

***School Priorities for  
Argonne Elementary School***  
School Year 1999-2000

<b>School Priority</b>	<b>Measurable Objective</b>	<b>Specific Measurements</b>
<b>B</b> <b><i>The full implementation of Argonne Technology Plan.</i></b>	Each classroom fully integrating technology assisted instruction into daily instruction across all disciplines for all students including LEP, RSP, GATE. and At RISK.	Analysis of student work/projects relative to technology assisted instruction, self/peer evaluation, pre and post of teacher implementation, student and professional journal parent observations and involvement, written reflections
	The use of the fully equipped Computer Lab as an instructional center for metacognitive work as teachers and students collaboratively engage in problem solving, critical thinking, and evaluative experiences.	Lab schedule of use, increase in the number of projects available for use in the lab library, analysis of student work/projects/reports/published materials, evidence of "over" into classroom work/projects...etc.
	Expanding the resources of the media-library to make it the research and media support center it has been designed to be.	"Log on Log" to track use during school day and in school programs. Tabulation of use for independent research by para librarian, student reflection/suggestion book library.
<b>C</b> <b><i>Continued improvement of staff, parent and community participation in the educational process.</i></b>	Increased communication between and among the staff, parents, and community members regarding the educational philosophy.	Attendance sheets of meetings and "Parent Nights", notes/minutes of school councils, attendance records of parent/community volunteers, binder of school newsletters and notices, collection of videos and documentation of their use through check-out systems and public viewings at school meetings and classroom presentations.
	Increased communication between and among the staff, parents, and community members regarding shared school governance in order to foster increased parent teacher partnerships and community participation in the educational process.	Attendance sheets of meetings, notes/minutes of the individual councils, attendance records of parent/community volunteers, binder of school newsletters and notices, collection of videos and documentation of their use through check-out systems and public viewings at school wide meetings; classroom presentations.
	Production of Parent Handbook with information specific to Argonne's philosophy, schedules, programs, governance and the continuation of the annual Parent Directory.	Production and distribution count, references to both Argonne Newsletter, notes from the Communication meetings.

Argonne Elementary School  
**Activities for Priority/Objective A**

Develop and apply instructional strategies to better meet the needs of all students.

Teachers will experience professional development opportunities through self selected , site based inquiry groups and through other workshops, conferences and district offerings that coincide with their personal professional growth plan.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 9	<p>All students will have access to activities with reading materials and equipment in order to read confidently and independently for a variety of purposes. These activities include continuing the school wide DEAR/SSR programs where students can:</p> <ul style="list-style-type: none"> <li>* read for pleasure.</li> <li>* have opportunities to choose reading material showing personal preference and emotional response.</li> <li>* read for information.</li> <li>* read to provide a critical analysis.</li> </ul> <p><b>Resource:</b> 97/98 PQR Plan, Language Arts Standards  <b>Measurement:</b> These practices would greatly enlarge students' vocabulary and provide an opportunity for there to be thoughtful and discriminating responses to a wide variety of literacy texts. Teacher's plans and reflections, and student reading logs /journals will reflect the frequency and impact on love of reading and/or need for intervention.</p>	<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	<p>These practices would greatly enlarge students' vocabulary and provide an opportunity for there to be thoughtful and discriminating responses to a wide variety of literacy texts. Teacher's plans and reflections, and student reading logs /journals will reflect the frequency and impact on love of reading and/or need for intervention.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	<p>Entire Staff As assigned</p>

Key: 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 = Other

Argonne Elementary School  
**Activities for Priority/Objective A**

Develop and apply instructional strategies to better meet the needs of all students.

Teachers will experience professional development opportunities through self selected , site based inquiry groups and through other workshops, conferences and district offerings that coincide with their personal professional growth plan.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 10	<p>All students will be provided with a wide variety of experiences from which to write using a variety of strategies to organize thoughts and information. They will develop drafts analyzing and revising their work using appropriate conventions of written language and then finally editing their work as appropriate for the intended audience and/or purpose.</p> <p><b>Resource:</b> 97/98 PQR Plan, Language Arts Standards</p> <p><b>Measurement:</b> Evidences of student publishing in classrooms and on the “Argonne Learning Walls.” Participation in Authors’ / Biographers’ Chair, Choral Reading and Reader’s Theater.</p> <p>These evidences will demonstrate:</p> <ul style="list-style-type: none"> <li>* writing for a variety of audiences and purposes.</li> <li>* developed fluency, style, and voice.</li> <li>* ability to tell or retell a story.</li> <li>* ability to reflect, inquire, analyze, interpret and persuade.</li> </ul> <p>Teachers’ analysis of students’ work will indicate their reflections on the success of their efforts in developing these areas.</p>	<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	<p>Evidences of student publishing in classrooms and on the “Argonne Learning Walls.” Participation in Authors’ / Biographers’ Chair, Choral Reading and Reader’s Theater.</p> <p>These evidences will demonstrate:</p> <ul style="list-style-type: none"> <li>* writing for a variety of audiences and purposes.</li> <li>* developed fluency, style, and voice.</li> <li>* ability to tell or retell a story.</li> <li>* ability to reflect, inquire, analyze, interpret and persuade.</li> </ul> <p>Teachers’ analysis of students’ work will indicate their reflections on the success of their efforts in developing these areas.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff

Key: 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 = Other

Argonne Elementary School  
**Activities for Priority/Objective A**

Develop and apply instructional strategies to better meet the needs of all students.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 21	<p>Teachers will experience professional development opportunities through self selected , site based inquiry groups and through other workshops, conferences and district offerings that coincide with their personal professional growth plan.</p> <p>The student portfolio will contain writing samples at the beginning, middle, and end of each grade level. These samples can include reflections and evidences that they have acquired major concepts. This portfolio will advance from K to 5.                      In addition, on going evaluations of authentic products will be available for sharing with parents through the revised SFUSD reporting form and through parent/teacher/student conferences.  <b>Resource:</b> 97/98 PQR Plan, 1274 restructuring grant document, It's Elementary  <b>Measurement:</b>Teacher reference to student portfolio or student written reflection regarding personal work, and presentation of the portfolio ( intermediate grades) at parent conference.</p>	<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	Teacher reference to student portfolio or student written reflection regarding personal work, and presentation of the portfolio ( intermediate grades) at parent conference.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff
A 1 1	<p>All students will be engaged in learning through a meaningful, activity-based , thinking curriculum which views students as constructors of their own knowledge.  <b>Resource:</b> (1274 grant document and the 97/98PQR Plans)  <b>Measurement:</b> A major outcome of these student centered, developmentally appropriate activities during the 99/00 school year will be to acquire a rich oral language that leads to full literacy. Documented study of student work...all grade levels. 3 collections and reviews, minimum.</p>	<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	A major outcome of these student centered, developmentally appropriate activities during the 99/00 school year will be to acquire a rich oral language that leads to full literacy. Documented study of student work...all grade levels. 3 collections and reviews, minimum.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff
A 1 2	<p>All students will continue to experience the emphasis of depth over coverage in the content of their instruction.  <b>Resource:</b> 1274 grant document, It's Elementary.... California State Document.  <b>Measurement:</b>Photo documentation of projects, field study cards, sharing student reports/projects at parent conferences....parent response sheets.</p>	<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	Photo documentation of projects, field study cards, sharing student reports/projects at parent conferences....parent response sheets.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff

Key: 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 = Other

### Activities for Priority/Objective A 1

Develop and apply instructional strategies to better meet the needs of all students.

All students will be provided with a meaningful multiple-intelligence sensitive, activity-based curriculum delivered through integrated interdisciplinary/thematic instruction with an emphasis on improving literacy and providing equal access to the

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 3	All students will continue to experience a learning environment in which teaching strategies reflect the understanding of Howard Gardner's Multiple Intelligence Theory. <b>Resource:</b> (1274 grant document ) <b>Measurement:</b> Visable evidence of a Multiple Intelligence display in each calssroom, evidence of student work shows experiences in 7 intelligences.	<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	Visable evidence of a Multiple Intelligence display in each calssroom, evidence of student work shows experiences in 7 intelligences.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff
A 1 4	All students will continue to experience interdisciplinary/thematic instructions as a result of the use of staff researched planning strategies regarding the development of theme strands, and/or the use of thematic curriculum material that can be adopted or adapted. <b>Resource:</b> ( 1274 grant document, It's Elementary.) <b>Measurement:</b> Photographed records of student products, displays on "Argonne's Learning Walls", presentations between classrooms an in assembly.	<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	Photographed records of student products, displays on "Argonne's Learning Walls", presentations between classrooms an in assembly.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff
A 1 5	All students will continue to experience an increase in the activity based, interactive family homework assignments that are more consistent with commitment to a thinking curriculum. These activities will be assigned 90% of the time. <b>Resource:</b> (It's Elementary) <b>Measurement:</b> More parent involvement in student learning as evidenced by homework logs. Greater understanding of the "constructivist approach" on the part of parents. A survey completed by teachers will indicate that this activity is on going.	<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	More parent involvement in student learning as evidenced by homework logs. Greater understanding of the "constructivist approach" on the part of parents. A survey completed by teachers will indicate that this activity is on going.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff

Key: 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 = Other

Argonne Elementary School  
**Activities for Priority/Objective A 1**

Develop and apply instructional strategies to better meet the needs of all students.

All students will be provided with a meaningful multiple-intelligence sensitive, activity-based curriculum delivered through integrated interdisciplinary/thematic instruction with an emphasis on improving literacy and providing equal access to the

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 6	<p>Students will experience cross cultural activities and an inclusive, continuous weaving and recognition of the contributions and celebrations connected with our diverse society through activities with adults and students of various backgrounds, and in forming alliances with ethnic museums and other programs sensitive to integrating cultural themes.</p> <p><b>Resource:</b> (1274 grant restructuring document, Social Studies Standards)</p> <p><b>Measurement:</b> Student projects, work , journals, reflections, displays etc. that demonstrate this understanding , sensitivity and respect for individual differences.</p>	<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	<p>Student projects, work , journals, reflections, displays etc. that demonstrate this understanding , sensitivity and respect for individual differences.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff
A 1 14	<p>All ELL students will experience instruction provided by teachers possessing the appropriate teaching credential, CLAD or ELD with paraprofessional assistance when possible.</p> <p><b>Resource:</b> ELL Plan, Language Academy requirements</p> <p><b>Measurement:</b> ELL students will demonstrate how they benefit from adjusted/scaffolded instruction by advancing in the speaking and reading of English as recorded on the LLAR document, and demonstrating an understanding of the core curriculum and thematic concepts as evidenced by student work products.</p>	<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	<p>ELL students will demonstrate how they benefit from adjusted/scaffolded instruction by advancing in the speaking and reading of English as recorded on the LLAR document, and demonstrating an understanding of the core curriculum and thematic concepts as evidenced by student work products.</p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	

Key: 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 = Other

### Activities for Priority/Objective A 1

Develop and apply instructional strategies to better meet the needs of all students.

All students will be provided with a meaningful multiple-intelligence sensitive, activity-based curriculum delivered through integrated interdisciplinary/thematic instruction with an emphasis on improving literacy and providing equal access to the

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 15	All identified GATE students and high potential students will be provided with accelerated curriculum projects, computer programs and media access which will encourage them to engage in in-depth activities utilizing multiple-intelligence strategies to explore, discover, make connections and construct knowledge for themselves. <b>Resource:</b> GATE Plan, It's Elementary, Gardner's Theory of Multiple Intelligence, Argonne TECH Plan Student work, student reflections, parent interviews at conferences. <b>Measurement:</b> Evidences of richly developed student work will be in portfolios, on display in classrooms and on "Argonne's Learning Walls in the Halls," in the school library, on the internet, in the community at large wherever and whenever possible and will be the content of student led parent conferences.	<input 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	Evidences of richly developed student work will be in portfolios, on display in classrooms and on "Argonne's Learning Walls in the Halls," in the school library, on the internet, in the community at large wherever and whenever possible and will be the content of student led parent conferences.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff
A 1 16	A site defined extension of the present GATE program expressly aimed at the identification of and service to gifted and talented students in the remaining 5 intelligence areas....Spacial, Musical, Body Kinesthetic, Interpersonal, and Intrapersonal will be developed. <b>Resource:</b> 1274 restructuring grant document, Gardner's Theory of Multiple Intelligence. <b>Measurement:</b> Student projects and performances, student reflections, teacher reflections, and parent interviews during conferences will indicate a greater understanding , on the part of the school community, that gifts and talents are within all individuals and not always determined by limited assessments.	<input 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	Student projects and performances, student reflections, teacher reflections, and parent interviews during conferences will indicate a greater understanding that gifts and talents are within all individuals and not always determined by limited assessments.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff

Key: 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 = Other

### Activities for Priority/Objective A 1

Develop and apply instructional strategies to better meet the needs of all students.

All students will be provided with a meaningful multiple-intelligence sensitive, activity-based curriculum delivered through integrated interdisciplinary/thematic instruction with an emphasis on improving literacy and providing equal access to the

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 17	<p>For those students who demonstrate outstanding promise in Verbal/Linguistic intelligence and may also be presently identified as participants in the SFUSD GATE Program, the following may be experienced:</p> <ul style="list-style-type: none"> <li>*Participation in the publishing of the school's student magazine.</li> <li>*Participation in writing copy and doing voice dubbing for video programs that will be designed to inform parents of certain aspects of the Argonne Program.</li> <li>*Participation in a read aloud and research assistance program for kindergarten and first grade students.</li> <li>*Participation in the creation of the 1st annual Argonne Theater Production utilizing our new facility's performance space.</li> <li>*Preparation of the younger members of the student body for dramatizations, presentations....etc</li> <li>*Access to media and other offerings that support individual interests....(GATE "flow.")</li> </ul> <p><b>Resource:</b> GATE Plan, It's Elementary, Gardner's Theory of Multiple Intelligence, Argonne TECH Plan</p> <p><b>Measurement:</b> Student projects and performances, student reflections, teacher reflections, parent interviews during conference will indicate an understanding that challenges were presented and met in the areas where the student showed great promise.</p>	<input 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	<p>Student projects and performances, student reflections, teacher reflections, parent interviews during conference will indicate an understanding that challenges were presented and met in the areas where the student showed great promise.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff
A 1 18	<p>Each student identified as GATE will also experience guidance from the teacher and/or volunteer adult to analyze and explore how their special gift can enhance the class theme study and how the responsible use of their gift can benefit others.</p> <p><b>Resource:</b> GATE Plan, It's Elementary, Gardner's Theory of Multiple Intelligence, Argonne TECH Plan,</p> <p><b>Measurement:</b> Students' and teachers' reflections on student work will indicate understanding of the responsibilities relative to this insight.</p>	<input 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	<p>Students' and teachers' reflections on student work will indicate understanding of the responsibilities relative to this insight.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff

Key: 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 = Other

Argonne Elementary School  
**Activities for Priority/Objective A 1**

Develop and apply instructional strategies to better meet the needs of all students.

All students will be provided with a meaningful multiple-intelligence sensitive, activity-based curriculum delivered through integrated interdisciplinary/thematic instruction with an emphasis on improving literacy and providing equal access to the

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 19	Each student will collaborate with the teacher to develop and maintain a portfolio in which they place demonstrations of their understanding of the curriculum content. <b>Resource:</b> 1274 restructuring grant document, PQR Plans 91/92 and 97/98, SFUSD Performance <b>Standards:</b> It's Elementary, state document of recommended practices.	<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	Individual student portfolios will be reviewed with parents during the conference period and at any other time during the school year that is mutually agreeable.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Entire Staff
A 1 20	All students, including LEP, GATE, RSP, and AT-RISK students will be made aware of guidelines and standards for acceptable quality of student work and will experience assessment procedures that include creating, interviewing, demonstrating, problem solving, reflecting, drawing, discussing, and engaging in learning tasks that relate to real life experiences. <b>Resource:</b> SFUSD Content and Performance Standards <b>Measurement:</b> Individual student portfolios, student work and student progress will be discussed with parents relative to the Content and Performance Standards and as to how they relate with the focus and philosophy of multiple intelligence and "hands on minds" on during the Parent Conference periods.	<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	Individual student portfolios, student work and student progress will be discussed with parents relative to the Content and Performance Standards and as to how they relate with the focus and philosophy of multiple intelligence and "hands on minds" on during the Parent Conference periods.	<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	Entire Staff
A 1 24	A variety of instructional materials, supportive equipment and necessary supplies will be prioritized by the practitioners involved and provided to them, as needed, for the implementation of their program. <b>Resource:</b> Teacher meeting notes and request forms. <b>Measurement:</b> Teacher surveys, records on the expenditures of Argonne community funds, requisitions and purchase order documents of both district and State and Federal fundings will indicate a responsibility to teacher determined instructional 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	Teacher surveys, records on the expenditures of Argonne community funds, requisitions and purchase order documents of both district and State and Federal fundings will indicate a responsibility to teacher determined instructional materials.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff Barragan, Rosalie A

Key: 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 = Other

Argonne Elementary School  
**Activities for Priority/Objective A 2**

Develop and apply instructional strategies to better meet the needs of all students.

All students will be provided with the opportunity to develop literacy as a source of enjoyment, information, critical and creative thinking opportunities as supported by a print rich environment in all its genres and formats.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 2 7	<p>All students will engage in oral and written activities to reflect their thinking and understanding of major ideas/concepts and be provided with a wide range of quality, diverse, and multicultural materials for the development of their knowledge and understanding. These reading materials will be purchased and made accessible through Federal/State, library, textbook and School Community Funds.</p> <p><b>Resource:</b> 97/98 PQR Plan, Content and Performance Standards for all disciplines</p> <p><b>Measurement:</b> Student projects, work, journals, displays, evidence of public library access, and teachers' summaries/reviews/findings will indicate evidences of the understanding of major concepts as defined in the Content and Performance Standards for each discipline. Library/Media Center collection lists and class library lists will show marked increases of quality materials in titles, newspapers, periodicals, video and audio tapes. Logs of Internet research access will be evident. Book clubs will be in place. The annual book-fair will increase in volume of titles purchased.</p>	<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	<p>Student projects, work, journals, displays, evidence of public library access, and teachers' summaries/reviews/findings will indicate evidences of the understanding of major concepts as defined in the Content and Performance Standards for each discipline. Library/Media Center collection lists and class library lists will show marked increases of quality materials in titles, newspapers, periodicals, video and audio tapes. Logs of Internet research access will be evident. Book clubs will be in place. The annual book-fair will increase in volume of titles purchased.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff Atsumi,Irene M
A 2 8	<p>All students will be provided with opportunities to construct meaning and understanding from a wide range of printed materials through applying reading strategies. Formal lessons, independent products and research studies will provide students with activities to display their understanding of picture and contextual clues, sequencing, and the ability to make predictions.</p> <p><b>Resource:</b> 97/98 PQR Plan</p> <p><b>Measurement:</b> Student products, projects, photo portfolios, will display these skills.</p>	<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	<p>Student products, projects, photo portfolios, will display these skills.</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff

Key: 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 = Other

Argonne Elementary School  
**Activities for Priority/Objective A 2**

Develop and apply instructional strategies to better meet the needs of all students.

All students will be provided with the opportunity to develop literacy as a source of enjoyment, information, critical and creative thinking opportunities as supported by a print rich environment in all its genres and formats.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 2 11	Library access will be available to all students through classroom scheduling , open periods for sign-up and an open library at recesses both morning and noon. In addition, all students will be trained in library skills and will be encouraged to develop a love of reading through an enhanced library/multimedia program that is supported by the services of the Paraprofessional Librarian. <b>Resource:</b> 97/98 PQR Plan <b>Measurement:</b> Measurement: Library schedule, monthly count of student use during breaks, research sign in, checkout cards counted at each report period, parent volunteer list kept.	<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	Measurement: Library schedule, monthly count of student use during breaks, research sign in, checkout cards counted at each report period, parent volunteer list kept.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Entire Staff Atsumi,Irene M
A 2 12	All students will continue to participate in visual and performing arts activities as a vehicle to developing their literacy. <b>Resource:</b> Galef research and materials, Gardner’s Theory of Multiple Intelligence <b>Measurement:</b> A calendar of performing events will be kept, opportunities for all students to engage in performance experiences will be stressed. Classroom reader’s theater will be an integral part of reading instruction. Feld study records will indicate many opportunities for students to experience theater or to be involved in living history role playing 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	A calendar of performing events will be kept, opportunities for all students to engage in performance experiences will be stressed. Classroom reader’s theater will be an integral part of reading instruction. Feld study records will indicate many opportunities for students to experience theater or to be involved in living history role playing activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff

Key: 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 = Other

## Activities for Priority/Objective A 2

Develop and apply instructional strategies to better meet the needs of all students.

All students will be provided with the opportunity to develop literacy as a source of enjoyment, information, critical and creative thinking opportunities as supported by a print rich environment in all its genres and formats.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 2 13	<p>Students experiencing difficulties with reading and or math will experience interventions based on an SST which may involve the following:</p> <ul style="list-style-type: none"> <li>* specific instruction one to one or in small groups as presented by our continuing TEAM</li> <li>(Three retired teacher consultants implementing and monitoring a comprehensive approach for students that fall below the 40th percentile in standardized tests and/or are determined by their teachers to have difficulties in reaching reasonable milestones/benchmarks in reading and math as it relates to reading, understanding and solving problems.</li> <li>* high level CD Rom interactive programs utilizing at least one hardware unit per classroom devoted to improving fluency and ease with print or with applied mathematical thinking.</li> <li>* where appropriate, the TEAM and the student advisor will work closely with families of those students who show patterns of absence and that warrant counseling and encouragement for other at risk factors.</li> </ul> <p><b>Resource:</b> Teacher Council, Linking Council notes....SCE special activity</p> <p><b>Measurement:</b> Targeted students will improve in reading abilities as reported by their teachers, parents, the analysis of the 3 Teacher Intervention TEAM, the reflection and reporting of the student advisor and 99/2000 standardized scores.</p>	<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	Targeted students will improve in reading abilities as reported by their teachers, parents, the analysis of the 3 Teacher Intervention TEAM, the reflection and reporting of the student advisor and 99/2000 standardized scores.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff Latif, Abdul

Key: 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 = Other

Argonne Elementary School  
**Activities for Priority/Objective A 2**

Develop and apply instructional strategies to better meet the needs of all students.

All students will be provided with the opportunity to develop literacy as a source of enjoyment, information, critical and creative thinking opportunities as supported by a print rich environment in all its genres and formats.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 2 25	<p>School staff will continue to participate in staff development days or inquiry groups formed on the intersests of the participants...the focus being on literacy, with an emphasis on comprehension..seeking the answers to....HOW DO WE KNOW THEY KNOW. These professional development efforts would be planned by the staff to engage in the some of the following: making observation visits; meeting and collaboratively planning curriculum and program development; engaging in grade level/school wide meetings to formalize and adopt a K-5 rubric for reading comprehension and other aspects of literacy; accessing and sharing research in those areas that affect best practices; creating documents that will address the focus curricular area (s); furthering the study of the multiple intelligence theory and strategies; sharing successes around interdisciplinary/thematic instruction; engaging in case studies; further developing and refining assessment/portfolio strategies; furthering the understanding of technology assisted instruction; addressing other major elements of the school site plan; and professional development in further developing knowledge relative to both standardized and authentic assessment</p> <p><b>Resource:</b> Teacher meeting notes, previous documents used and named to shape our restructuring plans.</p> <p><b>Measurement:</b> Teacher commitment to developing and proceeding with inquiry groups, written reflections relative to different professional growth experiences, and meeting notes, will provide reflective opportunities relative to professional growth in best practices.</p>	<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	<p>Teacher commitment to developing and proceeding with inquiry groups, written reflections relative to different professional growth experiences, and meeting notes, will provide reflective opportunities relative to professional growth in best practices.</p>	<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	<p>Entire Staff As assigned</p>

Key: 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 = Other

### Activities for Priority/Objective A 3

Develop and apply instructional strategies to better meet the needs of all students.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 3 22	<p>Teachers will experience professional development opportunities through self selected , site based inquiry groups and through other workshops, conferences and district offerings that coincide with their personal professional growth plan.</p> <p>Monthly meetings of CLASS (classified) Council will continue to provide a forum for sharing the strategies that can be implemented relative to interdisciplinary-thematic instruction, multiple intelligences, ECE best practices, the Talking- it Out program, TECH plan, TEAM plan, ELL plan, test analysis, and building an authentic portfolio.  <b>Resource:</b> 1274 restructuring grant document  <b>Measurement:</b> Reflection of staff on effectiveness of meetings and understanding of content.</p>	<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	<p>Leadership within the classified staff will call a monthly meeting and set an agenda with the principal. This will continue to allow more discussion and inservice to go on regarding best instructional practices for a staff with limited hours.</p>	<input 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	Benz, Verna
A 3 23	<p>The teaching staff will continue to meet in full group, in grade level teams and/or with the TEAM for the purposes of:</p> <ul style="list-style-type: none"> <li>-- articulating, sharing, and evaluating the current adopted, adapted and/or refined interdisciplinary curriculum and to develop new themes and multi-intelligence strategies.</li> <li>-- assuring "equal access" by planning strategies for the inclusion of LEP, RSP, and AT-RISK students in all interdisciplinary theme pursuits through L1 instruction support, if appropriate or possible, or by employing specific strategies determined to meet their special needs.</li> <li>-- collecting, sharing, and logging those strategies that have been used to challenge the GATE students within the interdisciplinary theme pursuits.</li> <li>-- developing, adopting, adapting or refining lists and/or matrices to be used as a checklist by the teacher in order to plan and monitor understanding and skill development to insure that all students, including those identified as LEP, GATE, RSP, and AT-RISK will experience a well articulated, and meaningful curriculum.</li> </ul> <p><b>Resource:</b> 1274 restructuring grant document, PQR Plans, ELL Plan, TEAM Plan            GATE Plan etc  <b>Measurement:</b> Teacher reflections, analysis stemming from the examination of student work will enhance best practice.</p>	<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	<p>Teacher reflections, analysis stemming from the examination of student work will enhance best practice.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff Barragan, Rosalie A

Key: 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 = Other

### Activities for Priority/Objective A 3

Develop and apply instructional strategies to better meet the needs of all students.

Teachers will experience professional development opportunities through self selected , site based inquiry groups and through other workshops, conferences and district offerings that coincide with their personal professional growth plan.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 3 23	Staff will be encouraged to attend professional development offerings that will enhance best practices. <b>Resource:</b> SFUSD expectation.....Teacher Professional Standards <b>Measurement:</b> Teacher reflections, analysis stemming from the examination of student work will enhance best practice.	<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	Teacher reflections, analysis stemming from the examination of student work will enhance best practice.	<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	Entire Staff Barragan,Rosalie A

Key: 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 = Other

**Activities for Priority/Objective B**  
The full implementation of Argonne Technology Plan.

Expanding the resources of the media-library to make it the research and media support center it has been designed to be.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 5	The ACT Council...(technology council) in collaboration with the Communications Council, will advance the use of E-mail participants among the parent and teacher community. <b>Resource:</b> Argonne TECH Plan, Communication Council notes <b>Measurement:</b> More effort will be evidenced and an increase in E-mail communication will be noted.	<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	More effort will be evidenced and an increase in E-mail communication will be noted.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff As assigned
B 1 1	All students will be trained in computer skills and will have access to computers in the classroom, the Computer Lab and the Library/Multimedia Center to use as learning tools for dialogue and Internet access and to provide them another avenue for individual work and group projects. <b>Resource:</b> 1274 grant document and ArgonneTECH Plan <b>Measurement:</b> An Internet log will be kept , library research sign up sheets will be analyzed, and student projects will attest to the success of the activity.	<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	An Internet log will be kept , library research sign up sheets will be analyzed, and student projects will attest to the success of the activity.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff Mcdonald,Sue A
B 2 1	Students will use the Internet to communicate with students at different schools in the U.S. and around the world. <b>Resource:</b> 1274 restructuring grant document, 97/98 PQR Plan, Argonne TECH plan <b>Measurement:</b> Student logs, student projects and displays, communications from other students to Argonne 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	Student logs will be kept , and student projects involving students of other cities, states and nations will attest to the success of the activity.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff Freund,Dave T
B 3 1	To the extent that it is possible, student portfolios will contain computer and/or video technology including data bases, graphs, spreadsheets, and/or word processed documents communicating original writing, findings and projects. <b>Resource:</b> Argonne TECH Plan, staff meeting notes <b>Measurement:</b> The review of student portfolios, the reflections of students and teachers, and the responses from parents after conferences will attest to the success of this activity.	<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	The review of student portfolios, the reflections of students and teachers, and the responses from parents after conferences will attest to the success of this activity.	<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	Entire Staff

Key: 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 = Other

**Activities for Priority/Objective B 1**  
The full implementation of Argonne Technology Plan.

Each classroom fully integrating technology assisted instruction into daily instruction across all disciplines for all students including LEP, RSP, GATE. and At RISK.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 1 6	The A09 paraprofessional will continue to train 4th and 5th grade "student trouble shooters" to assist classrooms with computer hardware and software needs, and to coach younger students. <b>Resource:</b> Teacher meeting note, job description <b>Measurement:</b> Student participation and demonstration of knowledge will attest to the success of this activity.	<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	Student participation and demonstration of knowledge will attest to the success of this activity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Leung, Maren M
B 2 4	Students will participate with a computer lab teacher consultant in the use of the lab projector while examining and analyzing programs that advance vocabulary, language use, math operations and logical thinking. <b>Resource:</b> Both math and language arts PQR Plans, Argonne TECH Plan, ACT Council notes. <b>Measurement:</b> As of February 2000, 15 computers with full capability will be up and running. There will also be regularly scheduled classes in the lab with a retired teacher consultant guiding metacognitive experiences in analyzing logic and other programs.	<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	As of February 2000, 15 computers with full capability will be up and running. There will also be regularly scheduled classes in the lab with a retired teacher consultant guiding metacognitive experiences in analyzing logic and other programs.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff As assigned
B 2 7	Now that the Computer Lab is about to become a reality, a parent/community consultancy will be sought for 100 hours at \$12 per hour, as is paid the Cantonese Outreach consultant, to trouble shoot the repair and maintenance of our growing number of machines. <b>Resource:</b> Technology Plan, Staff and Council meeting notes <b>Measurement:</b> Machines will be kept in running order and capable of meeting the instructional needs of our students. Evaluation of the number of hours will be discussed as well.	<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	Machines will be kept in running order and capable of meeting the instructional needs of our students. Evaluation of the number of hours will be discussed as well.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	McDonald, Sue A

Key: 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 = Other

Argonne Elementary School  
**Activities for Priority/Objective C 1**

Continued improvement of staff, parent and community participation in the educational process.

Increased communication between and among the staff, parents, and community members regarding the educational philosophy.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 1 1	Parents will continue to be welcomed in all classrooms as volunteers and contributors to the delivery of curriculum when appropriate. As observers, they will see inter-disciplinary/thematic instruction in the classroom and concrete examples of diverse learning situations. <b>Resource:</b> 1274 restructuring plan document, Argonne TECH Plan <b>Measurement:</b> The Visitors' and Volunteers' Binders, parents written comments and Council notes on the planning of parent events will evidence the success of this activity.	<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	The Visitors' and Volunteers' Binders, parents written comments and Council notes on the planning of parent events will evidence the success of this activity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	
C 1 2	An "Open Door" policy will continue to be communicated to all parents relative to providing access to the principal and toward participation in all public meetings held. <b>Resource:</b> 1274 restructuring plan document. <b>Measurement:</b> Visitors binder, parent reflections, and evidence in Parent group and other Council notes.	<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	Visitors binder, parent reflections, and evidence in Parent group and other Council notes.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	
C 1 3	The ACE (Argonne Council of Empowerment) and Communications Council will continue producing the school newsletter with continuing attention to improved coordination; focused on relevant, and timely information. Essential and informative documents will continue to be translated in Chinese and Russian by the Bilingual volunteer translators. <b>Resource:</b> 1274 restructuring plan document, BAC notes <b>Measurement:</b> Parent reflections, and evidence in Parent group and other Council notes, the maintenance of a Newsletter Binder, and the annual Argonne Portfolio review will evidence the success of this activity.	<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	Parent reflections, and evidence in Parent group and other Council notes, the maintenance of a Newsletter Binder, and the annual Argonne Portfolio review will evidence the success of this activity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School Site Council

Key: Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All  
 Funding Source 1 = District 2 = CD 3 = SBPC 4 = Title I 5 = LEP 6 = Other

Argonne Elementary School  
**Activities for Priority/Objective C 1**

Continued improvement of staff, parent and community participation in the educational process.

Increased communication between and among the staff, parents, and community members regarding the educational philosophy.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 1 4	All classrooms will be encouraged to offer classroom newsletters to keep parents informed of classroom activities, needs, study units, field studies, teacher vacations and other areas to increase parent awareness and participation in the Argonne Program. <b>Resource:</b> Parent note <b>Measurement:</b> Increased individual class communications to parents will evidence the success of this activity.	<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	Increased individual class communications to parents will evidence the success of this activity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	
C 1 5	Family program nights will continue to be held in order to support all families in becoming better acquainted with the comprehensive curriculum. Needed translations will be provided. <b>Resource:</b> 1274 restructuring plan document, BAC Plan <b>Measurement:</b> Visitors binder/sign in lists, parent reflections, and other Council notes will evidence the success of this activity.	<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	Visitors binder/sign in lists, parent reflections, and other Council notes will evidence the success of this activity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School Site Council As assigned
C 1 6	Videos will be made of students engaged in events and activities demonstrating interdisciplinary/thematic instruction and multiple intelligence theory in action to enable parents who are not able to visit or volunteer during the day to have the opportunity to see powerful learning in action. <b>Resource:</b> 1274 restructuring plan document, Argonne TECH Plan <b>Measurement:</b> Parent reflections, and evidence in Parent group and other Council notes, meeting agendas, video checkout records will evidence the success of this activity.	<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	Parent reflections, and evidence in Parent group and other Council notes, meeting agendas, video checkout records will evidence the success of this activity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Entire Staff

Key: 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 = Other

Argonne Elementary School  
**Activities for Priority/Objective C 1**

Continued improvement of staff, parent and community participation in the educational process.

Increased communication between and among the staff, parents, and community members regarding the educational philosophy.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 1 7	A yearly School Calendar of important school-wide events /activities including fundraising events, Parent/Teacher Program Night, Open House, Parent Conferences, ACE and council meetings, etc. will be developed in early May or June so that it is ready for distribution in July. Monthly calendars of school events will continue to be published in the Newsletter with updates as they occur. <b>Resource:</b> 1274 restructuring plan document, Argonne TECH Plan <b>Measurement:</b> Participation and favorable responses of parents and students at each event will evidence the success of this activity.	<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	Participation and favorable responses of parents and students at each event will evidence the success of this activity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School Site Council
C 1 9	If designated by the Linking Council, the Site Plan will be reproduced and distributed through the school newsletter. <b>Resource:</b> 1274 restructuring plan document, Argonne TECH Plan <b>Measurement:</b> Parent reflections, and evidence in Parent group and other Council note will evidence the success of this activity.	<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	Parent reflections, and evidence in Parent group and other Council note will evidence the success of this activity.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	
C 1 10	This site plan will be continually evaluated as an integral part of each council's work...and will be coordinated as part of the responsibility of the Linking Council. <b>Resource:</b> 1274 restructuring plan document. <b>Measurement:</b> Parent attendance/reflections, and Council notes will show evidence of participation and collaborative work on building and implementing the site 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	Parent attendance/reflections, and Council notes will show evidence of participation and collaborative work on building and implementing the site plan.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	
C 1 11	Copies of the Argonne Site Plan will be kept in the office for checkout. <b>Resource:</b> 1274 restructuring plan document, Argonne TECH Plan <b>Measurement:</b> Parent checkout records, and evidence of discussions regarding the site plan found in Council notes.	<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	Parent checkout records, and evidence of discussions regarding the site plan found in Council notes.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	

Key: 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 = Other

### Activities for Priority/Objective C 1

Continued improvement of staff, parent and community participation in the educational process.

Increased communication between and among the staff, parents, and community members regarding the educational philosophy.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 1 18	A parent-outreach consultant will continue to serve the Cantonese speaking community in supporting meeting and conference translations, newsletter explanations, guided curriculum explanations and other activities that will facilitate bringing the Argonne community together. <b>Resource:</b> 1274 restructuring plan document, BAC Plan <b>Measurement:</b> End of the year survey and support for continuance of the position in the 2000/01 site plan.	<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	Measurement: End of the year survey and support for continuance of the position in the 2000/01 site plan.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	School Site Council As assigned
C 1 19	A school portfolio will follow the district guidelines containing documentation of the 99/2000 site plan goals and activities presented in various forms. <b>Resource:</b> SFUSD requirement <b>Measurement:</b> A series of meetings with a supervisor will determine if district goals and site plan goals and activities, in alignment with portfolio guidelines, are being met.	<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	A series of meetings with a supervisor will determine if district goals and site plan goals and activities, in alignment with portfolio guidelines, are being met.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School Site Council As assigned
C 2 12	All parents and community members will continue to be invited to participate in Argonne's governance model as members of the Argonne Council of Empowerment (ACE) and to become leaders/members of the working councils. <b>Resource:</b> 1274 restructuring plan document. <b>Measurement:</b> Parent attendance/reflections, and Council notes will show evidence of participation and collaborative work.	<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	Parent attendance/reflections, and Council notes will show evidence of participation and collaborative work.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School Site Council As assigned
C 2 13	The regular meetings of the ACE, (the entire parent/staff community) either in its present form or in whatever form it will be shaped as the new incorporation proceeds in the 99/2000 school year, will continue to take place no fewer than 3 times in the school year with a commitment of full staff attendance and needed translations by Cantonese Bilingual members of the BAC. <b>Resource:</b> 1274 restructuring plan document, BAC notes <b>Measurement:</b> Parent attendance records and evidence in Council notes.	<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	Measurement: Parent attendance records and evidence in Council notes.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School Site Council As assigned

Key: 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 = Other

Argonne Elementary School  
**Activities for Priority/Objective C 2**

Continued improvement of staff, parent and community participation in the educational process.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 2 14	The *Linking Council, will create opportunities in which members can participate in goal setting, site plan development, collaborative governance, including the development of all budgets, designing or delegating committees to develop workshops on parenting issues, seek training in team building, foster conflict management and pursue effective consensus decision making. * The Linking Council serves as our School Site Council and meets all parity guidelines. <b>Resource:</b> 1274 restructuring plan document, previous site plans <b>Measurement:</b> Attendance records and evidence in all Council notes particularly those of the Linking Council (SSC).	<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	Attendance records and evidence in Council notes.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School Site Council As assigned
C 2 15	Argonne's governance councils will develop strategies to encourage all parents to volunteer for school/ classroom activities in order to set the tone for family commitment and involvement, hopefully increasing general parent participation and volunteer hours per year. <b>Resource:</b> 1274 restructuring plan document, Council notes <b>Measurement:</b> Volunteer binder entries, parent reflections, and evidence in Council notes.	<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	Volunteer binder entries, parent reflections, and evidence in Council notes.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School Site Council As assigned
C 2 16	The ELAC Council will continue to share equally in the provision of opportunities to develop understanding and confidence in the governance process advocating leadership roles, attendance at conferences and presentations that will lead to a greater understanding of curriculum and the theories behind the instructional program. <b>Resource:</b> 1274 restructuring plan document, ELAC (historiactly BAC) notes <b>Measurement:</b> Parent attendance at site and district wide functions and evidence in ELAC Council notes.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent attendance at site and district wide functions and evidence in ELAC Council notes.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	

Key: Targeted Population 1 = Bottom Quartile 2 = EDY 3 = ELL 4 = GATE 5 = Spec. Ed. 6 = All  
 Funding Source 1 = District 2 = CD 3 = SBPC 4 = Title I 5 = LEP 6 = Other

Argonne Elementary School  
**Activities for Priority/Objective C 2**

Continued improvement of staff, parent and community participation in the educational process.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 2 17	<p>Increased communication between and among the staff, parents, and community members regarding shared school governance in order to foster increased parent teacher partnerships and community participation in the educational process.</p> <p>Chinese language meetings, will continue to be facilitated by the English Language Council Chairperson.                      Meetings conducted in Russian will be offered as well.                      The ELAC, will continue to meet regularly for the purpose of developing authentic parent involvement with earnest dialogue this year's goal being the development of the extended day Cantonese Language Program.  <b>Resource:</b> 1274 restructuring plan document, notes of previous ELAC (BAC) meetings  <b>Measurement:</b> Parent reflections/attendance, evidence in council notes and the creation of the Extended Day Cantonese Language Program.</p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent reflections/attendance, evidence in council notes and the creation of the Extended Day Cantonese Language Program.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	As assigned
C 3 8	<p>A new "parent friendly" Parent Handbook to inform parents of Argonne's school vision, goals, procedures and ways for parents to get involved will be completed and published by the Communications Council.  <b>Resource:</b> Council notes  <b>Measurement:</b> The Communications Council will provide the parent community with this handbook by September of 99.</p>	<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	The Communications Council will provide the parent community with this handbook by September of 99.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	School Site Council As assigned

Key: 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 = Other