

San Francisco Unified School District

School Site Plan for 1999-2000 Table of Contents

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Dr. Charles R. Drew 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	CTBS	
	<input type="radio"/> Med	<input type="radio"/> n/a		
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	CTBS	
	<input type="radio"/> Med	<input type="radio"/> n/a		
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	CTBS	
	<input type="radio"/> Med	<input type="radio"/> n/a		
1.3 Raise the performance and enhance experiences in the Gifted and Talented (GATE) program.	<input type="radio"/> Hi	<input type="radio"/> Low	CTBS	
	<input checked="" type="radio"/> Med	<input type="radio"/> n/a	GATE Site Plan	
1.4 Continue to improve educational technology.	<input checked="" type="radio"/> Hi	<input type="radio"/> Low	Consent Decree tenets	
	<input type="radio"/> Med	<input type="radio"/> n/a	Special Plan for BVHP	
1.5 The Language Academy will begin demonstration programs at several sites throughout the city.	<input type="radio"/> Hi	<input type="radio"/> Low		
	<input type="radio"/> Med	<input checked="" type="radio"/> n/a		
2.0 To improve staff, parent and community participation in the educational process.	<input checked="" type="radio"/> Hi	<input type="radio"/> Low	Consent Decree tenets	
	<input type="radio"/> Med	<input type="radio"/> n/a	Special Plan for BVHP	
3.0 To maintain school environments that are safe, secure and attractive.	<input checked="" type="radio"/> Hi	<input type="radio"/> Low	Superintendent's	
	<input type="radio"/> Med	<input type="radio"/> n/a	Priorities	
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 type="radio"/> Hi	<input type="radio"/> Low		
	<input type="radio"/> Med	<input checked="" type="radio"/> n/a		
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	Consent Decree tenets	
	<input checked="" type="radio"/> Med	<input type="radio"/> n/a	Special Plan for BVHP	
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	Superintendent's	
	<input checked="" type="radio"/> Med	<input type="radio"/> n/a	Priorities	
5.1 The Early Childhood Education program will improve instruction that develops readiness for learning in the child's crucial years.	<input checked="" type="radio"/> Hi	<input type="radio"/> Low	Superintendent's	
	<input type="radio"/> Med	<input type="radio"/> n/a	Priorities	
6.0 To increase and expand inter-agency collaboration to better serve our students.	<input checked="" type="radio"/> Hi	<input type="radio"/> Low	Superintendent's	
	<input type="radio"/> Med	<input type="radio"/> n/a	Priorities	
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 type="radio"/> Low		
	<input type="radio"/> Med	<input checked="" type="radio"/> n/a		
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		
1.0 To improve teaching and learning to enhance the academic achievement of all students.	<input checked="" type="radio"/> Hi	<input type="radio"/> Low	CTBS	
	<input type="radio"/> Med	<input type="radio"/> n/a		

Dr. Charles R. Drew Elementary School
Vision Statement

Modified on 10/15/99

The vision of Dr. Charles R. Drew Alternative School is to ensure that all of our students achieve to their maximum potential in all areas of the curriculum. We will accomplish this by ensuring that the primary goal for each and every activity that students, staff, and parents engage in is the enhancement of student achievement.

All curriculum decisions and activities at Dr. Charles R. Drew School are governed by the school philosophy:

- All children are born learners.
- All educational activities should be developmentally appropriate with an interdisciplinary focus.
- The best academic environment allows for active learning and exploration of materials.
- Learning activities will enhance the joy of learning.
- Integrated whole language approach to learning.

Dr. Charles R. Drew School seeks to preserve the natural joy of learning that children bring to school. The vision of Drew is to send students to the sixth grade with high self-esteem, solid academic skills, ability to solve problems, and multiethnic friendships built through learning and exploring together.

Modified on 10/15/99

School Priorities for
Dr. Charles R. Drew Elementary School
 School Year 1999-2000

School Priority	Measurable Objective	Specific Measurements
A <i>Improve the literacy skills of all students with a special emphasis on the achievement of African American, Latino, and ELL to the 50th NCE on the SAT 9 by the Spring 2000 and SPED students by Spring 2001.</i>	1. Increase the achievement of African American, Latino and ELL students' reading by one year for students performing above the 50th NCE and more than one year 's growth for students performing below the 50th NCE. 2. Increase percent of 4th grade students passing the IWA with a score higher than 6.	1. SAT 9 results, Spring 2000. 2. Formal/Informal Assessment. 1. 4th Grade IWA results, February 2000.
B <i>Improve achievement in math for all students with a special emphasis on the achievement of AA, L and ELL students to the 50th NCE on the SAT 9 by Spring 2000 and SPED students by Spring 2001.</i>	1. Increase the achievement of African American, Latino and ELL students' reading by one year for students performing above the 50th NCE and more than one year's growth for students performing the 50th NCE. 2. Students will score at least 3 out of 4 on a 4-point rubric on Open-ended math problems.	1. SAT 9 results, Spring 2000. 2. Student Math Journals of Open-ended Math Problems. 3. Formal and Informal classroom assessment. 4. Sign-in sheets for Family Math Events.
C <i>Develop a respect for and sensitivity to cultural diversity.</i>	Parents, staff and students will work together to deepen their knowledge of the history, contributions and contemporary issues of different cultural groups through parent inservices, PAG, SSC,SAC, and BAC meetings and focus groups.	1. Evaluation from inservice, curriculum review and implementation, check-out records from resource library. 2. Observation of respectful interactions. 3. Parent Needs Surveys.

Activities for Priority/Objective A

Improve the literacy skills of all students with a special emphasis on the achievement of African American, Latino, and ELL to the 50th NCE on the SAT 9 by the Spring 2000 and SPED students by Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1	Early intervention and prevention: Reading Recovery. The reading recovery teachers will provide daily direct instruction through the reading recovery program to first graders performing below grade level. In addition, reading recovery teachers will provide follow-up literacy groups to identified 2nd grade students (discontinued and non discontinued students) who read below level 20 on reading recovery assessments. Reading recovery teacher will provide literacy support through literacy group instruction to targeted 4th grade students (utilizing the read and retell curriculum- focus on comprehension, using written language, critical thinking, and word attack skills with multi-syllable words).	<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	Students will demonstrate reading proficiency on running records and standardized assessments. Reading Recovery 1st grade students will discontinue program reading at level 10 or higher.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Literacy Committee Principal Reading Recovery Teachers
A 2	Reading Recovery teachers will collaborate with all primary grade teachers to expand implementation of reading recovery strategies in every primary classroom such as directionality, 1 to 1 matching, searching MSV's, self correcting for targeted students. Reading recovery teachers will conduct small literacy groups in 1st grade classrooms with a focus on guided reading, oral language, phonemic awareness and writing skills. Each primary teacher will observe a reading recovery lesson and running record assessment.	<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	AA, L, ELL, "at risk" students will demonstrate grade level reading and writing skills. They will read at level 10, or higher and show passing scores on rubric scored writing prompts. Students will demonstrate proficiency on running records and standardized assessment.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Reading Recovery Teachers Primary Grade Teachers
A 3	The Literacy Committee will provide staff development in Early Literacy strategies and techniques for all teachers, paraprofessionals, and volunteers. Additional help from the Reading Recovery teachers, PhonoGraphix teachers and tutors from San Francisco State University will be provided to improve reading comprehension skills of all students especially AA, L, ELL, SPED, and GATE. Family Literacy workshops will be held twice a year to assist parents/guardians with strategies and methodologies for assisting their children with schoolwork at home.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will make a year's growth or more on standardized testing of reading comprehension.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Literacy Committee Reading Recovery Teachers SFSU Tutors Phono-Graphix

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

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A 4	<p>All teachers will use a variety of instructional strategies targeting specific student needs for improving reading. These include increasing the quantity of student reading, expanding skills in reading sight words, phonemic awareness, phonics, expanding word attack skills, integrating SDAIE and content-based ESL techniques into the reading program for all Intensive English classrooms:</p> <p>A. Quantity: All students will keep individual reading logs to record books read. The goal is to meet the SFUSD Language Arts Standards for quantity at each grade level. Teachers will inform parents of expectations at Back to School Night, post expectations in the classroom and review regularly with students, and review student progress toward meeting the expectations (ongoing and at the end of each quarter).</p> <p>B. Sight Words: Mastery of Dolch/Dale/IRISE sight word lists will be monitored for each student, Kindergarten through Grade 5. Teachers will maintain a profile card for each student, make mastery expectations clear to students and known to parents at Back to School Night, and regularly monitor student progress toward expectations.</p> <p>C. Pre-Kindergarten teacher will expose students to phonemic awareness through a variety of activities and experiences, e.g., charts, Big Books. Kindergarten teachers will teach the Phonemic Awareness lessons from Scholastic Literacy Place and assess student progress mid-year and at the end of the year.</p> <p>D. Specially Designed Academic Instruction in English (SDAIE) and content based ESL will provide for ELL students contextual clues and reinforce content. Intensive English teachers will integrate these strategies for second language literacy development. Teachers will consistently check for students' understanding.</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	Students will make a year's gain or more on SAT 9.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Pre K-5 Teachers
A 5	<p>All paraprofessionals will work with targeted students requiring help with Math, Language Arts, and Reading Skills. Paras will utilize instructional methodologies that are matched to the students' needs.</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	Students will make a year's growth or more on standardized testing.	<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	Teachers K-5, Paraprofessionals

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Activities for Priority/Objective A

Improve the literacy skills of all students with a special emphasis on the achievement of African American, Latino, and ELL to the 50th NCE on the SAT 9 by the Spring 2000 and SPED students by Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 6	Upper grade intervention: Reading Recovery teacher and Resource Specialist teacher will implement the Phono-graphix "Partners in Literacy" program. Gr. 3-5 grade teachers and resource teachers will identify upper grade students who are below grade level and need to improve their word attack skills. Specially trained tutors from San Francisco State University will assist the Reading Recovery/RSP teachers to serve these students from October to June in the PhonoGraphix program.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will make a year's growth on the Woodcock word Identification and word attack reading tests.	<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	Literacy Committee PhonoGraphix Teachers SFSU Tutors
A 7	Principal/Site Manager/teachers of shared space for Dr. Drew Elementary School and Dr. Drew Children Center will meet, discuss, and plan for collaboration of ECD/ELEM. Programs. Time will be allotted of shared space to meet, agree, and sign a memorandum of understanding.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	All students in Child Development Center will meet grade level standards/expectations in reading logs and sight words. Drew students who attend the Child Development Program will master appropriate grade level sight word list.	<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	Principal/Site Manager Teachers of Shared Space
A 8	Attach IEP Goals and Modifications/SST Action Plans/2.0 to Individual Promotion Sheet to provide update on student's needs. Classroom teachers and RSP staff will review known information on identified students at the beginning of new school year. After review, classroom teachers will adapt and modify materials and lessons plans accordingly to meet the needs of their students.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Show at least one year's gain for all students on SAT9 and more than one year's gain for AA, L, ELL, and SPED 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	RSP Staff Classroom Teachers
A 9	RSP staff will establish a procedure to meet with regular classroom teachers on a quarterly basis to review and update individual IEP goals, as mandated by IDEA. In addition, RSP staff will communicate and consult with regular classroom teachers two or more times per week re: individual RSP students progress.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Show at least one year's growth for all students on SAT9 and more than one year's growth for AA, L, ELL, and SPED 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	RSP Staff

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Activities for Priority/Objective A

Improve the literacy skills of all students with a special emphasis on the achievement of African American, Latino, and ELL to the 50th NCE on the SAT 9 by the Spring 2000 and SPED students by Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 10	RSP staff will support and collaborate weekly with classroom teachers to adapt and modify regular education curriculum for special education students. Materials will be provided for use within regular instructional program when appropriate.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Show at least one year's growth for all students on SAT9 and more than one year's growth for AA, L, ELL, and SPED 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	RSP Staff
A 11	RSP staff will provide Slingerland Handwriting Program consultation and materials to regular education teachers to improve manuscript and cursive writing of all students throughout the year. One classroom at Gr. 2-5 will receive instruction from a RSP staff member daily for a 2 to 3 week period. Fluent and automatic writing after a 2-month duration.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students' fluent, automatic writing after a 2-month duration.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	RSP Staff
A 12	RSP teachers and staff will enrich the basic literacy program for all students by providing direct instruction to identified special education students. The Slingerland Multisensory Approach to reading, writing and spelling will be utilized to increase the literacy skills of the RSP students in the resource room setting for all identified K-5 students. Students will receive consultation/instructions at least two times a week to enable them to complete regular classroom assignment.	<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	Identified RSP students in 3rd, 4th, and 5th grades will perform at improved levels (25th percentile or higher) on standardized testing in April 2000 and 50th NCE by Spring 2001 after receiving Slingerland Instruction three times per week (50 minute sessions) for six months.	<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	RSP Staff

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Activities for Priority/Objective A

Improve the literacy skills of all students with a special emphasis on the achievement of African American, Latino, and ELL to the 50th NCE on the SAT 9 by the Spring 2000 and SPED students by Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 13	<p>Professional Development:</p> <p>I. All teacher and faculty will participate in a series of on site professional development to improve Literacy. In grade level groups, and whole staff groups decision will be made about how to incorporate Literacy Place into the existing language arts curriculum. Specific areas to clarify are a) Phonemic awareness curriculum in primary grades. b) Continue Open Court and provide training to staff new to the primary grades. c) For grades 3-5, continue to evaluate and integrate Literacy Place literature in light of current interdisciplinary curriculum and literature. Classroom teachers will discuss and decide together what core literature will be read and studied together in the upper grade reading curriculum. Continue literature comprehension packets modeled after the CLAS assessment to increase reading comprehension. d) Technology Resource teacher will continue to receive training in and review Scholastic Literacy Place technology curriculum and identify software to support student progress in reading (in the lab and in the classroom).</p> <p>II. SFUSD Language Arts standards: At monthly grade level meetings, teachers will allocate a block of time to reflect/discuss work, ensure knowledge and implement of SFUSD academic standards.</p> <p>III. IRISE: IRISE teachers will collaborate, share and plan with non IRISE teachers to enhance achievement of all students specially African American, ELL, L, and SPED. IRISE teachers will continue training in mastery learning and high expectations .</p> <p>IV. ELD ELD teachers will continue to attend literacy District staff development of English language learners.</p> <p>V. Reading Recovery: See A2.</p> <p>VI. Writing: Four times a year at on-site staff development meetings, staff will review writing binders, monthly prompts and rubrics.</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>* Students will make a year's growth or more on standardized testing of reading comprehension, spelling, language, reading, vocabulary and SAT 9 Language Arts.</p> <p>* 4th grade students will pass writing proficiency test with 50% of students achieving a comprehensive score greater than 6.</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Literary Committee, K-5 Teachers Principal

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Activities for Priority/Objective A

Improve the literacy skills of all students with a special emphasis on the achievement of African American, Latino, and ELL to the 50th NCE on the SAT 9 by the Spring 2000 and SPED students by Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 14	The Schoolwide Literacy Committee (which includes the principal, Reading Recovery teachers and a teacher from each grade level) will provide leadership in improving the schoolwide literacy program. The committee will meet monthly on Mondays after school (3rd Monday of each month). The committee will work with the entire staff using a language arts profile for each grade level and to revitalize the writing program to: <ul style="list-style-type: none"> • provide support to new teachers, including creating a master binder for teachers at each grade level describing thoroughly the Language Arts program at Drew (with samples of lessons, curriculum forms, portfolio contents and assessment). • discuss methods of building student vocabulary and understanding multiple meanings of words. • provide each grade level with writing binders, prompts, rubrics and student writing samples. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will make a year's growth or more on standardized language arts tests. 4th grade students will pass writing proficiency test with 50% of students achieving a comprehensive score greater than 6.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Literacy Committee Principal Reading Recovery Teachers
A 15	The Language Proficiency Academic Achievement Assessment Committee (LPAAAC) will meet quarterly to address achievement issues related to ELL students. The committee will follow the progress of ELL students, identify literacy and language needs, e.g., analyzing standardized test scores, writing samples, language arts profiles, and the LALAR (Language and Literacy Achievement Rubric).	<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	Show at least one year's of all ELL students on SAT9 and other standardized tests.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	ELD Committee

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A 16	<p>Assessment/Schoolwide Standards:</p> <ul style="list-style-type: none"> • Teachers at each grade level, in conjunction with the principal and resource staff, will provide test preparation activities to students (including ELL and RSP students) throughout the year and in a more focused manner during the 8 weeks before the SAT 9 is administered (grades 2-5). • On-site Mentor teacher and other teacher leaders will provide on-going support to new teachers needing assistance with curriculum, school schedules and/or materials to implement curriculum and meet district standards. • At the August (PreService), teachers will analyze school, individual classroom, and program (e.g., Reading Recovery) SAT 9 results by gender, ethnic groups, level of English proficiency. Program modifications will be made based on the data analysis. In priority areas for the year, there will be ongoing evaluation of student progress and program effectiveness in Reading, Math, and Language Arts. 	<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	* Students will make a year's growth or more on Language Arts, Reading Comprehension, Spelling, and Vocabulary SAT9 subtests.	<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	Literacy Committee All Teachers Principal

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Activities for Priority/Objective A

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A 17	<p>Drew staff will reach out to PreK-5 parents to actively support student achievement in literacy through:</p> <ul style="list-style-type: none"> • Family literacy workshops in Fall and Spring. • Back-to-School Night in September. • Translators for parents who speak other languages will be provided for parent events and parent/teacher conferences. • Parent Reading Tips will be included (weekly, biweekly) in the Drew Parent Bulletin. • Reading Recovery teachers will maintain a lending library for parents. • Reading Recovery books will be available for students for home checkout. • Parents will sign Home Reading logs and Home, School Learning Compact. • Drew Literacy Committee will continue to sponsor the Books for Babies program in which a book bag of books, nursery rhymes on laminated cards, and articles on the importance of reading to preschool children is given to each Drew family that has a new baby during the year. • Parent/Community Liaison will expand and coordinate a parent volunteer program to support academic growth of all students. IRISE Homeroom Parents will assist with phone/letter campaign to increase parent participation in IRISE classrooms. • Continue and expand parent involvement through Kindergarten Orientation and Getting to Know You sessions, Winter Holiday Program, African American History month program, MLK assembly/March, OctoberFest, Parent/Volunteer Appreciation Reception, Book Fair, Informal/Community building activities. • Teachers, students, and families will work collaboratively with common goals and expectations toward improving reading and writing performance 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	<ul style="list-style-type: none"> • By reaching out to parents, student achievement will be nurtured and supported at home. • Students will be more prepared entering kindergarten by providing opportunities for parents to read to their children beginning at birth. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Principal PreK-5 Teachers

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Improve the literacy skills of all students with a special emphasis on the achievement of African American, Latino, and ELL to the 50th NCE on the SAT 9 by the Spring 2000 and SPED students by Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 18	Staff will implement monthly writing prompts, publish pieces (minimum of one each quarter at every grade level). At each grading period (4 times a year), K-2 teachers will analyze student's writing samples utilizing Drew's point writing rubric. Teachers in grades 3-5 will use the District's IWA Grade 4 writing rubric. Students will take one writing prompt through the 5 stages of the writing process at a minimum of one per quarter. Teachers and Technology teacher will continue to use computers to support the writing program and expand publication of student work through desktop publishing such as newsletter, flyers, pamphlets, etc.	<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	Fourth grade students passing rate on the IWA will be 90% by Spring 2000.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	All Staff
A 19	<p>Fourth Grade Teachers will attend the District's IWA training and disseminate the information gained among the staff. Fourth grade Students will demonstrate a 90% passing rate on IWA and 75% will score in the effective/commendable writing range. The ESL and a Reading Recovery teacher will work weekly with targeted 4th grade students (AA, L, ELL, SPED) to improve their writing skills eight weeks prior to the District's assessment date to enhance their writing skills. Fourth grade students will continue the Pen Pal program with business partner, Tetra Tech employees.</p> <p>All students' oral and written language skills will be enhanced through field trips, monthly assemblies, and District's special events such as Dr. Martin L. King Essay Contest, and Alliance of Black Educators Oratorical Contest, etc.</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	Fourth grade Students will demonstrate a 90% passing rate on IWA and 75% will score in the effective or commendable writing range.	<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	K-5 Teachers

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Activities for Priority/Objective A

Improve the literacy skills of all students with a special emphasis on the achievement of African American, Latino, and ELL to the 50th NCE on the SAT 9 by the Spring 2000 and SPED students by Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 20	<p>GATE:</p> <ul style="list-style-type: none"> • Dr. Drew's GATE coordinator will attend workshops and training in Language Arts provided by the GATE office and provide an on-site staff development to all teachers and paraprofessionals. • GATE coordinator will disseminate new GATE information at staff meetings to keep staff informed of current effective practices and policies re: language arts instruction. • GATE coordinator, principal, and classroom teachers will keep parents informed about the activities and experiences in language arts that are provided to challenge their children and talented students. • Each teacher will prepare a written description of modifications they are currently using to meet the needs of GATE students in language arts. Effective classroom practices leading to high achievement will include, but not be limited to, flexible instructional groupings, tiered assignments, interest centers, independent projects, specific curriculum such as Great Books, etc. • GATE Nurturing Potential: Drew GATE coordinator and 1st grade teachers will arrange a schedule so that Kindergarten students identified last year for the Nurturing Potential program (diverse student group scoring above 98% on Brigance) will be given extension reading opportunities each week (by GATE coordinator or designee). 	<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	Show at least one year's growth for all students on SAT 9 and more than one year's growth for AA, L, ELL, SPED, and GATE student in order to raise the academic level of these students to the 50th NCE by Spring 2000.	<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	GATE Coordinator
A 21	<ul style="list-style-type: none"> • Perceptual Motor Program will develop spatial, gross and fine sensory motor skills to PreK-2 students thus improving academic achievement. • PreK-2 teachers will continue implementing the High Scope Cognitively curriculum to encourage oral language interaction among peers/students. 	<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	Improved academic performance of K-2 students on standardized testing.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	PreK-2 Teachers

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Activities for Priority/Objective B

Improve achievement in math for all students with a special emphasis on the achievement of AA, L and ELL students to the 50th NCE on the SAT 9 by Spring 2000 and SPED students by Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 1	In August 1999, teachers will analyze disaggregated SAT 9 test results/student data by gender, ethnicity, male/female resulting in goal setting and new strategies to be used to help raise SAT 9 scores and quality of work.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Q1 abd Q2 students (AA, L, ELL) test scores will be raised to at least one year gain or more by Spring 2000.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Principal PreK-5 Teachers
B 2	The Principal and Math Committee will provide on-site staff development about effective instructional strategies, open-ended Math problems, IRISE, mental math, and computational skills. Release days will be provided by IRISE and Exxon Project to align Drew's Math curriculum with SAT 9 and State/District Math standards. Teacher observations, teacher-made tests, non-norm reference test, open ended problems performance, criterion reference testswill be utitized to assess students' mathematical skills.	<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	<ul style="list-style-type: none"> • Math scores of AA, Latino, ELL students will increase to 50% NCE. • Third grade students passing rate on the Math Performance test will be at least 50%. 	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Principal Math Committee
B 3	SAT 9 test scores will be disaggregated for AA, L, ELL, and male/female students. Teachers will continue to assess student proficiency in mathematics using different tools such Math journals, portfolio, math criterion reference tests to determine student progress and improve student achievement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will show at least one year's gain or more in SAT 9 Math subjects.	<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	Math Committee K-5 Teachers
B 4	All students will continue to write in math journals to communicate their math thinking using appropriate mathematical terms at least twice a week. Teachers will share student journals at on-site staff development days.	<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	Improved student ability to perform mental calculation, problems solving , and arithmetic skills.	<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	Math Committe, Teachers K-5
B 5	Staff will continue familiarizing parents with the District Math Standards at parent events e.g. Back-to-School Night, Family Math, Parent-Teacher conferences, etc.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will increase their ability to explain their thinking in mathematics especially in the area of problem solving.	<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	Math Committee, K-5 Teachers

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Activities for Priority/Objective B

Improve achievement in math for all students with a special emphasis on the achievement of AA, L and ELL students to the 50th NCE on the SAT 9 by Spring 2000 and SPED students by Spring 2001.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 6	The Principal, Math and Technology Committees will develop a plan to increase the use of technology to support the math curriculum in terms of problem solving and computational skills. The Accelerated Math Program will be purchased and used by all students to enhance their mathematical skills in the computer lab.	<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	Teachers, parents will Increased knowledge on what is expected of each student at each grade level.	<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	Math Committee, K-5 Teachers Principal
B 7	An After-school Tutorial program will be implemented from October 1999 to March 2000 to provide additional Math assistance to Q1 and Q2 students in Grade 3-4 for one-and-a-half hours, three times a week.	<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	Teachers Increased their knowledge of the use of technology to support their Math Curriculum.	<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	K-5 Teachers
B 8	RSP staff will provide math computation materials in an organized, sequential binder format for all 3rd, 4th, and 5th grade classes. Consultation and in-class support will be provided as needed at least 2 times per week in every Grade 3-5 classroom. K-2 RSP students will receive individual or small group instruction in math as determined by their IEPs.	<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	Standardized tests scores will indicate improvements in basic computation skill of all 3rd, 4th and 5th grade students.	<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	RSP Staff
B 9	RSP staff will provide direct instruction in real-life math applications to identified RSP students. Manipulative materials will be utilized to enable students to participate in reality-based situations requiring mathematical applications.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	All students will show at least one year's gain or more at Math SAT 9 subtest.	<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	RSP Staff
B 10	The SFUSD Exxon Mathematics Projects will provide two all-Exxon release days by grade level so teachers will learn new ways to supplement MathLands, using exemplary new curriculum like <i>Investigations in Number, Data, and Space</i> ; and to continue to learn about teaching and learning through professional reading, classroom research and collaboration.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	All students will show at least one year's gain or more at Math SAT 9 subtest.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	

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Activities for Priority/Objective C

Develop a respect for and sensitivity to cultural diversity.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 1	<ul style="list-style-type: none"> • Staff will attend presentations/workshops on cultural diversity issues with special emphasize on unit/lessons that include Latino, Asian, Pacific Island, Islamic, African American Heritage in their curriculum program, effective instructional strategies such as <i>Race, Class, and Culture</i>. • Staff will choose two strategies from <i>Race, Class, and Culture</i> staff developments to be implemented schoolwide and make an outline on how to tie and integrate specific information gained into curriculum. • Staff will share cultural experiences and interests at staff 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	Expanded empowerment, opportunities for all students specially AA, L, ELL.	<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	Diversity Committee
C 2	Introduce schoolwide curriculum that reflects an appreciation of cultural learning styles and diversity issues of staff, students, and parents. IRISE and ELL teachers will provide an on site staff development to address these issues - heritage of ELL students, African American and other historically unrepresented groups - girls and women, etc. Staff and teachers will include in their curriculum program TRIBES activities, acknowledgment of heritage month i.e. Latino, Asian and Pacific Island, Women’s History, African American History, etc. Staff could also possibly participate in <u>Beyond Heroes</u> and <u>Holiday</u> curriculum	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	All students will show at least one year’s gain more at Math SAT 9 subtest.	<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	Diversity Committee
C 3	The Diversity Committee will expand staff knowledge of the various cultural and linguistic groups (Latino, Asian, Pacific Island, Islamic) which represent the Drew student/parent population and prepare a master calendar of staff development activities for the year. The Committee will also promote cultural sharing through assemblies and classroom instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	All students will show at least one year’s gain more at Math SAT 9 subtest.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Diversity Committee,
C 4	The FOW (Family Outreach Worker) and IRISE homeroom parents will attend seminars/conferences on diversity, parenting skills, and effective communications. They will disseminate information/knowledge gained to other parents and staff.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Expanding empowerment opportunities for African American students, L, ELL.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	IRISE Committee

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Activities for Priority/Objective C

Develop a respect for and sensitivity to cultural diversity.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 5	<ul style="list-style-type: none"> • The GATE coordinator will : Present a workshop about the GATE policies, curriculum current instructional practices and diversity issues to GATE parents. • Cluster GATE, high potential African American and ELL students in IRISE and ELD classrooms. • Inform families of support systems and resources available to African American and ELL gifted students. Target these students for information on GATE summer school, enrichment classes, Berkeley Academic Youth Program, etc. Follow-up with support for transportation and financial needs. • Integrate multiculturalism throughout the learning and helping process through literature, assemblies, etc. • Meet with teachers of GATE students four times a year to evaluate GATE student's progress. 	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Gate students will increase Math and Language Arts scores as differentiated instruction is provided to them. Families will become better informed of resources and GATE curriculum provided to their children.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	GATE Coordinator
C 6	Continue to provide a primary language and ESL classroom library and listening stations for use in each intensive English class and include video tapes of a variety of cultures suitable for student viewing.	<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	To support ELL student first language skills (if applicable) and English language development.	<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	ESL teacher
C 7	<ul style="list-style-type: none"> • Purchase books, materials and supplies to implement ELD strategies and develop awareness/sensitivity to various cultures and customs through realia, visuals, props, posters, pictures, etc. 	<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	To support intensive English teachers with their ELL students	<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	ESL teacher

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Activities for Priority/Objective C

Develop a respect for and sensitivity to cultural diversity.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 8	<ul style="list-style-type: none"> Promote gender/educational equity in all areas of the curriculum. Develop and implement strategies that include counseling and mentoring services, career and college awareness, vocational/occupational awareness. Teachers or mother-daughter teams will attend a conference <i>What Girls Learn In and Out of School: : Gender Issues in Classroom, Corridors, and Community</i> to learn about the latest research and literature on gender related to girls' development and learning, successful programs to exposed and eliminate gender bias for boys and girls, teaching strategies, women's studies and women's history in curricula, organizations providing unique out of school opportunities for girls in sports, science, and technology, mentoring, and career awareness. They will share information with staff recent research, examine Dr. Drew's curriculum and classrooms; and envision a new millennium without gender bias. Staff will develop leadership skills in girls in context respecting diversity on race, ethnicity, socio economic factors, individual abilities and interest. Invite guest speaker/s from SFUSD Health office to facilitate workshops on critical issues such as: identity and self esteem, sexuality, health, peer and family relationships, and violence including victimization, abuse, harassment and crime. 	<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	Assemblies will focus on gender equity related issues such as the "Herstory", which focuses of the women in history and what their accomplishments have been.	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	Mother-Daughter Teams

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