

# San Francisco Unified School District

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## Fairmount 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	SAT-9, IWA, ALAS, SABE
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	SAT-9, IWA, ALAS, SABE
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-9, Brigance, SABE
1.3 Raise the performance and enhance experiences in the Gifted and Talented (GATE) program.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	SAT-9, SABE, GATE 3rd grade assessment, teacher referral
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	Technology assessment and plan, continuation of the Signature Learning Project
1.5 The Language Academy will begin demonstration programs at several sites throughout the city.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	Language Academy selection and professional development
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	Interactive Journals, attendance at parent teacher conferences, educational activities and events; parent survey
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	School beautification team; safe schools plan
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 checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	Grade level daily math integration, record of student involvement
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 checked="" type="radio"/> Med <input type="radio"/> n/a	DAP, Addition of pre-K, child centered assessments, ALAS
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 checked="" type="radio"/> Med <input type="radio"/> n/a	DAP, addition of pre-K, child centered assessments, ALAS
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	Partners in School Innovation team, SST Team
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	

**Fairmount Elementary School**  
***Vision Statement***

*Modified on 10/22/97-19:57*

Fairmount is a K-5 elementary school with bicultural and bilingual student population. The students must learn to live and work together in a world based on changing demographics and technological advances. Realizing that children are our future, our focus will be to prepare them to be productive, self-enhanced citizens in a world made more accessible through media and other advancements.

Therefore:

1. All students will acquire academic skills necessary for school success; be able to apply these skills appropriately to a variety of daily life experiences; and will develop their ability to pursue individual interests which will enable them to achieve their full academic potential.
2. All students will perceive themselves as successful learners; will develop positive self-concepts, an understanding of each individual's uniqueness, and a sense of social and personal responsibility.

***School Priorities for  
Fairmount Elementary School***

School Year 1999-2000

<b>School Priority</b>	<b>Measurable Objective</b>	<b>Specific Measurements</b>
<b>A</b> TO IMPROVE THE LANGUAGE ARTS AND LITERACY ACHIEVEMENT OF ALL STUDENTS ESPECIALLY AFRICAN AMERICAN, LATINO, ELL AND STUDENTS WITH SPECIAL NEEDS.	RAISE TEST SCORES OF AFRICAN AMERICAN, LATINO, ELL STUDENTS TO THE 50TH NCE BY SPRING AND SPECIAL EDUCATION TO THE 50TH NCE BY 2000.	SAT-9
	INCREASE THE PERCENTAGE OF FOURTH GRADE STUDENTS PASSING THE IWA TO 75%.	IWA AT 3, ALAS AT 4
<b>B</b> TO IMPROVE MATHEMATICAL ACHIEVEMENT OFF ALL STUDENTS ESPECIALLY AFRICAN AMERICAN, LATINO, ELL, AND STUDENTS WITH SPECIAL NEEDS.	RAISE TEST SCORES OF AFRICAN AMERICAN, LATINO, ELL AND SPECIAL EDUCATION STUDENTS TO THE 50TH NCE BY SPRING 2000.	SAT-9,
<b>C</b> TO INCREASE THE NUMBER OF AFRICAN AMERICAN, LATINO, ELL AND STUDENTS WITH SPECIAL NEEDS FAMILIES WHO ARE INVOLVED IN THE FAIRMOUNT COMMUNITY.	THE ETHNIC COMPOSITION OF FAMILIES WHO PARTICIPATE IN FAMILY EDUCATION ACTIVITIES WILL REFLECT THE ETHNIC COMPOSITION OF THE STUDENTS	FAMILY WORKSHOP REGISTRATIONS AND SIGN-INS
	90% OF FAMILIES WILL ATTEND FALL PARENT-TEACHER CONFERENCES.	TEACHER RECORDS
	75% WILL COMPLETE READING CONTRACTS MONTHLY WITH A SIGN OFF FROM PARENTS	FAMILY SIGN OFF ON READING LOG

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

TO IMPROVE THE LANGUAGE ARTS AND LITERACY ACHIEVEMENT OF ALL STUDENTS ESPECIALLY AFRICAN AMERICAN, LATINO, ELL AND STUDENTS WITH SPECIAL NEEDS.

RAISE TEST SCORES OF AFRICAN AMERICAN, LATINO, ELL STUDENTS TO THE 50TH NCE BY SPRING AND SPECIAL EDUCATION TO THE 50TH NCE BY 2000.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 1	* At least four professional development Saturdays will be offered for school faculty to share individual programs, study student work, and analyze instructional needs. Faculty will be surveyed in the Fall and Spring to determine how professional knowledge of literacy standards and assessments has increased as a result of these sessions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	
A 1 2	Teachers will support all students with literacy development activities: · Daily DEAR time documented through portfolios, reading logs and/or literature logs · Daily Read Aloud documented by lesson plans · Daily use of Scholastic and Solares materials in all classes, including word analysis, fluency and comprehension documented by teacher observations, book activities and assessments. · Literature integration into all content areas through thematic units documented by homework, student work, KWL charts/sheets and portfolios. · Analyses of each and every student's literacy portfolios which will be used to inform instruction, to help students self-assess, to measure student progress and inform families at conferences documented by portfolios. · Participation in professional development that connects to standards and assessment through the use of responsive conditions (ARBOLES) as documented by PD agendas. · Support for pilot team of classrooms engaged in hands on training with the Mission Science Center to support thematic planning across the 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	Students will demonstrate reading proficiency on ALAS and standardized assessments	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated Luevano,Linda

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

TO IMPROVE THE LANGUAGE ARTS AND LITERACY ACHIEVEMENT OF ALL STUDENTS ESPECIALLY AFRICAN AMERICAN, LATINO, ELL AND STUDENTS WITH SPECIAL NEEDS.

RAISE TEST SCORES OF AFRICAN AMERICAN, LATINO, ELL STUDENTS TO THE 50TH NCE BY SPRING AND SPECIAL EDUCATION TO THE 50TH NCE BY 2000.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 3	Teachers will support the writing development of students: · Daily writing documented through interactive journals, learning logs, and literature response logs as documented by lesson plans and student artifacts. · Opportunities for students to write for a variety of purposes documented by quarterly newsletters, monthly public writing samples, and student authored books. · Participation of students in articulated K-5 writing activities designed to improve writing skills as measured by the ALAS rubric and district IWA holistic scoring process (the number of students scoring about 6 on the IWA will increase to > or = 80%) as documented by ALAS writing demonstrations and rubric scores	<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 will demonstrate writing proficiency on ALAS, IWA, SAT-9 and other standardized assessments	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	
A 1 4	All teachers will support students oral language development: · Opportunities for students aural performance including oral retelling, book talks, daily message or news, theme assemblies, readers theater, class discussion and presentations documented by teachers' observations, notes and anecdotes and fourth and fifth grade student led conferences as documented by lesson plans and student artifacts. · Collaboration in monthly meetings to plan instruction for English language learners during designated integration time as documented by the LALAR and ELD standards. · Continuous exploration and implementation of new SFUSD ELD materials/standards as documented by daily lesson plans.	<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 will demonstrate proficiency in using oral language on LALAR and other oral language assessments	<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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RAISE TEST SCORES OF AFRICAN AMERICAN, LATINO, ELL STUDENTS TO THE 50TH NCE BY SPRING AND SPECIAL EDUCATION TO THE 50TH NCE BY 2000.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 5	Teachers will collaborate with support staff to support students specific literacy needs: · Monthly articulation of Kindergarten and 1st grade teachers to Reading Recovery Teachers about the lowest quartile students as demonstrated by portfolios. · Bimonthly articulation of 3rd grade teachers to America Reads volunteers about students scoring in the lowest quartile on the SAT 9 as documented by tutor observations and notes. · Support and Assistance by the RSP teacher and inclusion teacher for the classroom teachers in implementing appropriate adaptations in instruction for students identified through the SST and IEP process as documented by adapted lesson plans and student work. · Support and Assistance of Librarian for classroom teachers to develop thematic units and support for oral language and literacy development as documented by teachers' and librarian's lesson plans. · Support and Assistance of Technology resource teacher for classroom teachers to integrate technology across the curriculum and efficiently utilize the Internet for specific research projects as documented · Support and Assistance of Student Advisors for classroom teachers to provide early intervention for targeted students documented through daily schedules	<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	Students will demonstrate reading proficiency on Running Records and other assessments	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated Luevano,Linda
A 1 6	High Gear will provide after school tutorial services for 30 students scoring in the lowest quartile on the SAT 9.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Students will demonstrate proficiency in reading, writing and math	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Lavalais,Mary A
A 1 7	The UC Berkeley Responsive Learning Community Group, the on site Literacy Coach and the on site Title VII resource specialist will work collaboratively with the on site Literacy Study Team. The members of both groups will refine the ALAS rubric, collect student work and make decisions to modify and adapt instruction in order to raise the academic achievement of all students. The team will share progress and strategies at monthly collaborative meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Literacy Study Team Garcia,Ermina H

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RAISE TEST SCORES OF AFRICAN AMERICAN, LATINO, ELL STUDENTS TO THE 50TH NCE BY SPRING AND SPECIAL EDUCATION TO THE 50TH NCE BY 2000.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 8	* 75% of staff will attend conferences in priority areas of Language Arts to improve instructional strategies and research based learning practices demonstrated by teacher presentations at monthly collaborative 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	Students will demonstrate proficiency in reading, writing, math and technology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated Luevano,Linda
A 1 9	All support staff will mentor individual students in order to provide one on one support and assistance as documented by report cards, attendance records, SAT 9 scores, ALAS scores and portfolios.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	
A 1 10	* All staff will participate in the disaggregation of data to determine key literacy objectives, targeted outcomes and appropriate measures of success. Analysis of this data will be used to improve teaching strategies for all students but specifically African American, Latino, ELL and students with special needs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	
A 1 11	* All teachers will participate "super sub" release days once a month when three specialized consultants will take over for Fairmount teachers who will be released by grade level to discuss student work, plan collaboratively, participate in professional development activities and conference with individual students as documented through super sub day agendas, conference notes and artifacts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	
A 1 12	Six students from every grade level assessed in the lowest quartile as identified by the grade level teachers will participate in Fairmount's after school Title VII Tutorial targeted toward raising students' literacy as documented by lesson plans and assessment data.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<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 B 1

TO IMPROVE MATHEMATICAL ACHIEVEMENT OFF ALL STUDENTS ESPECIALLY AFRICAN AMERICAN, LATINO, ELL, AND STUDENTS WITH SPECIAL NEEDS.

RAISE TEST SCORES OF AFRICAN AMERICAN, LATINO, ELL AND SPECIAL EDUCATION STUDENTS TO THE 50TH NCE BY SPRING 2000.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 1		<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 demonstrate proficiency in reading, writing, math and technology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated Luevano,Linda
B 1 1	All teachers will support mathematical development for all students through the following: · Cooperative learning groups documented by group projects and classroom displays, math journals, portfolios, oral presentations documented through lesson plans, artifacts, and portfolios · Daily problem solving activities to extend the understanding and connection of math concepts to everyday life, research outside materials and resources for math projects. Problems of the week to promote critical thinking documented in math journals, daily tune ups documented in the lesson plans and portfolio collections · In collaboration with the NSF Urban Systemic Project and Partners in School Innovation, all teachers will participate in the development of a math rubric to document progress and inform instruction as demonstrated by meeting agendas, notes and the AMAS rubric · All teachers will focus on the following four content standards: problem solving, arithmetic, statistics and math communication.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<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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RAISE TEST SCORES OF AFRICAN AMERICAN, LATINO, ELL AND SPECIAL EDUCATION STUDENTS TO THE 50TH NCE BY SPRING 2000.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 1 2	All teachers will implement the PQR plan by <ul style="list-style-type: none"> <li>· Providing diverse opportunities to enhance student learning (i.e. extension activities, connecting learning to real life, writing exercises such as math stories, journals, etc.</li> <li>· Continuing to redefine the systematic and on-going process for analyzing student work</li> <li>· Identifying areas of focus by using student work to determine greatest needs (aligned with SFUSD standards)</li> <li>· Collecting student work for inclusion in student portfolios</li> <li>· Identifying standards by defining the expectations for the activities, then creating descriptors of High, Medium, and Low based on the expectations, the standards, and student work</li> <li>· Creating well-articulated, standards-based, descriptive rubric using student work anchors, and facilitated by AMAS Math Study Team in conjunction with UC Berkeley</li> <li>· Identifying specific strengths and instructional needs for students in our targeted groups (African-American, Latino, ELL, male and female) based on standards and students' work, and creating plans and strategies to address individuals needs</li> <li>· Reviewing the student work and disaggregated data</li> <li>· Continuing positive social interactions and cooperation among students as a result of the restructuring of our school wide math instructional and delivery plan</li> <li>· Continuing to dig for deeper understanding and more critical analysis of student work, setting higher standards and widening our knowledge base of type and quality of work</li> <li>· Aligning portfolio collections with district grade level math standards and articulate specific work samples per grade level to be collected</li> <li>· Emphasizing mathematical vocabulary through classroom displays and word banks</li> <li>· Practicing more diverse groupings of students in classroom management, pairs, cooperative learning, etc.</li> <li>· Providing ELL children with first language math vocabulary prior to</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will demonstrate proficiency in mathematics on standardized assessments and monthly work samples aligned with the core curriculum	<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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RAISE TEST SCORES OF AFRICAN AMERICAN, LATINO, ELL AND SPECIAL EDUCATION STUDENTS TO THE 50TH NCE BY SPRING 2000.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 1 3	* The staff will engage in the following professional development activities as outlined in the PQR: · Meeting as a faculty about math over the summer · Dedicating half of a staff meeting per month to math · Dedicating two in-service days to mathematical thinking and problem solving · Setting up on-going collaboration with other math experts and teachers · Emphasizing mathematical communication through modeling, integrating writing across the curriculum · Collaboratively planning so bilingual and general ed. Teachers effectively shelter second language learners in math · Engaging in collaborative discussions using student work in relation to the SFUSD standards to inform instruction · Creating individual instructional strategies and grade level instructional plans, in grade level teacher teams, which will lead to school-wide descriptive rubric for assessing math · Analyzing individual student work by grade level teams, taking special look at targeted subgroups (African American, Latino, ELL, male and female) · Emphasizing assessment and review, breaking down each Mathlands unit	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Students will demonstrate proficiency in mathematics as demonstrated by standards assessments and monthly work samples aligned with the core curriculum	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Lavalais, Mary A
B 1 4	* The Math Study Team in collaboration with The National Science Foundation Project will create and refine a math rubric by collecting student work and by modifying and adapting instruction to raise the academic achievement of all students. The team will share progress and strategies at monthly collaborative meetings as documented by meeting notes and artifacts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Students will demonstrate proficiency in mathematics as demonstrated by standards assessments and monthly work samples aligned with the core curriculum	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated

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RAISE TEST SCORES OF AFRICAN AMERICAN, LATINO, ELL AND SPECIAL EDUCATION STUDENTS TO THE 50TH NCE BY SPRING 2000.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 1 5	* The faculty will meet with consultants from CIPD to analyze student achievement on the SAT 9 in sub-categories and use information to plan future lessons to prepare students for these annual assessments in November 1999.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Students will demonstrate proficiency in mathematics as demonstrated by standards assessments and monthly work samples aligned with the core curriculum	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated Luevano,Linda
B 1 6	The faculty will integrate all grade level classes during mathematics instruction in order to provide students with opportunities to collaborate in meaningful academic activities as documented by lesson plans and planning meeting 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	Students will demonstrate proficiency in mathematics as demonstrated by standards assessments and monthly work samples aligned with the core curriculum	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated Luevano,Linda
B 1 7	* 75% of staff will attend conferences, including the Asilomar conference, in priority areas of Mathematics to improve instructional strategies and research based learning practices demonstrated by teacher presentations at monthly collaborative 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	Students will demonstrate proficiency in mathematics as demonstrated by standards assessments and monthly work samples aligned with the core curriculum	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Math Study Team Martinson,Doris L
B 1 8	All teachers will participate "super sub" release days once a month when three specialized consultants will take over for Fairmount teachers who will be released by grade level to discuss student work, plan collaboratively, participate in professional development activities and conference with individual students as documented through super sub day agendas, conference notes and artifacts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will demonstrate proficiency in mathematics as demonstrated by standards assessments and monthly work samples aligned with the core curriculum	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Math Study Team Martinson,Doris L

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### Activities for Priority/Objective C 1

TO INCREASE THE NUMBER OF AFRICAN AMERICAN, LATINO, ELL AND STUDENTS WITH SPECIAL NEEDS FAMILIES WHO ARE INVOLVED IN THE FAIRMOUNT COMMUNITY.

THE ETHNIC COMPOSITION OF FAMILIES WHO PARTICIPATE IN FAMILY EDUCATION ACTIVITIES WILL REFLECT THE ETHNIC COMPOSITION OF THE STUDENTS

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 1 3	In order to build a greater sense of community between staff families and the greater community, Fairmount: · with the support of the PTA and SF Conservation Corps and other community resources will hold a Fairmount Beautification Day, Oct. 1999 documented by school portfolio · 30% of all teachers will utilize the Signature Learning Project private web site · The technology teacher, with the support of Partners in School Innovation will inform parents of upcoming events via e-mail	<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	Families will receive information and participate in school activities and events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	
C 1 5	The Fairmount staff, with the support of Partners in School Innovation and the PTA, will review the results of the Parent survey to increase the abilities of staff and families to work together to improve student learning, documented by artifacts.	<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	Families will share information about skills and interests in order to support students learning and improved school climate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	
C 1 6	The Fairmount Long Term Planning Team will set the school calendar to coordinate meetings and events and share this information documented by school calendar and modifications throughout the year to inform staff and families of all relevant upcoming events, as documented by the calendar and planning team meeting notes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Families will receive information and participate in school activities and events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated Garcia,Ermin da H
C 1 7	Fairmount teachers will run a Title VII Saturday School in Spanish and English conversation and literacy to help Fairmount families gain skills which will enable them to better support their children, as documented through lesson plans.	<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 demonstrate proficiency in reading, writing, math and technology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated Luevano,Linda

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

TO INCREASE THE NUMBER OF AFRICAN AMERICAN, LATINO, ELL AND STUDENTS WITH SPECIAL NEEDS FAMILIES WHO ARE INVOLVED IN THE FAIRMOUNT COMMUNITY.

THE ETHNIC COMPOSITION OF FAMILIES WHO PARTICIPATE IN FAMILY EDUCATION ACTIVITIES WILL REFLECT THE ETHNIC COMPOSITION OF THE STUDENTS

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 1 8	* The staff will participate in diversity and multicultural professional development activities to better understand the students and families with whom they work. The activities will be designed and presented by Gloria Ladsen-Billings, James Bank and Gene García as documented by professional development agendas.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	
C 1 9	25% of staff will actively participate in PTA events and activities as demonstrated by sign ins at meetings and events.	<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	Families will receive information and participate in school activities and events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated Luevano,Linda
C 1 10	Teachers will identify potential room partners for their classrooms from students families, with emphasis on involving African American and Latino families, to improve the distribution of information among Fairmount families. The PTA will then train and support the room partners in fulfilling their responsibilities to their classroom.	<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	Families will receive information and participate in school activities and events	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Certificated Luevano,Linda
C 1 11	30 Families will participate in Fairmount's Title VII Saturday School for families in Spanish language and literacy or English language and literacy as documented through Saturday School lesson plans and parent evaluations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6		<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 2

TO INCREASE THE NUMBER OF AFRICAN AMERICAN, LATINO, ELL AND STUDENTS WITH SPECIAL NEEDS FAMILIES WHO ARE INVOLVED IN THE FAIRMOUNT COMMUNITY.

90% OF FAMILIES WILL ATTEND FALL PARENT-TEACHER CONFERENCES.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 2 2	In order to strengthen communication and understanding between Fairmount staff and families about the administration of Fairmount affairs: · the PTA and Partners in School Innovation will administer surveys to parents to assess their needs and desires for Fairmount biannually · the PTA, BAC, SAC, and SSC will inform families of their meetings and other opportunities for family involvement · the PTA will sponsor three family educational events in (Literacy, Math and Science) to enable parents to understand the curriculum relevant to their children and how to support their children at home. · Parent liaison and student advisor will make personal efforts to contact and engage underrepresented families in Fairmount family activities	<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	Ethnically and linguistically diverse populations will receive information and participate in activities and events.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	
C 3 1	In order to improve the communication about students between Fairmount staff and Fairmount families: · All teachers will initiate weekly interactive journals with at least three families in their classrooms documented by these journals and family surveys · All teachers will send out a quarterly class newsletter informing parents about classroom activities and displaying students' work documented by newsletter binder · All teachers will send home weekly gold folders with pertinent school and district information, documented by sign offs	<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	Family Members will receive information and participate in activities designed to support student learning.	<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 3

TO INCREASE THE NUMBER OF AFRICAN AMERICAN, LATINO, ELL AND STUDENTS WITH SPECIAL NEEDS FAMILIES WHO ARE INVOLVED IN THE FAIRMOUNT COMMUNITY.

75% WILL COMPLETE READING CONTRACTS MONTHLY WITH A SIGN OFF FROM PARENTS

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 3 4	In order to maximize family participation in student learning at Fairmount: · All teachers will plan and implement a Family theme unit during September and October, documented by lesson plans, student work and portfolios · All teachers will send out Family Home-School Reading contracts on a monthly basis, documented by artifacts and monthly calendar · The Signature Learning Project will train 60 families in the use of emerging technology and provide them with computers, e-mail, and inter/intranet access in their homes · Staff will provide incentives for families to come to school events (i.e. performances and dinner)	<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	Families will receive information and participate in school activities and events	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	

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