

San Francisco Unified School District

School Site Plan for 1999-2000 Table of Contents

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Dr. George Washington Carver 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	
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	
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	
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	
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	
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 <input type="radio"/> Med <input type="radio"/> n/a	
3.0 To maintain school environments that are safe, secure and attractive.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	
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 <input checked="" type="radio"/> Med <input type="radio"/> n/a	
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	
5.1 The Early Childhood Education program will improve instruction that develops readiness for learning in the child's crucial years.	<input type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input checked="" type="radio"/> n/a	
6.0 To increase and expand inter-agency collaboration to better serve our students.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	
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	

Dr. George Washington Carver Elementary
Vision Statement

Modified on 05/09/97-14:32

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

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

function at their highest potential - academically, socially, and physically.

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

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

exhibit kindness and acceptance of others, be compassionate and able to work cooperatively and in an appropriate manner. They will respect self and other.

be confident, independent workers.

School Priorities for
Dr. George Washington Carver Elementary
 School Year 1999-2000

School Priority	Measurable Objective	Specific Measurements
A <i>Improve the literacy achievement of all students to above the 50th NCE by spring of 2000, with particular focus on African Americans, Latinos, other nonwhite students and English Language Learners (ELL).</i>	The number of students achieving a NCE within the 3rd and 4th quartiles will increase by at least 5 and the number of students achieving in the 1st quartile will decrease by at least 5.	SAT 9 scores
	All students will improve in writing fluency, structure and style. 70% of 4th grade students will pass the IWA with a score of at least 6.	SAT 9 scores, IWA scores, scored writing samples, daily journal writing, student self-assessments.
B <i>Improve the math achievement of all students, with particular focus on African American, other nonwhite and Latino students, by Spring 2000.</i>	NCE math scores for matched students will increase among 4th graders by 11 NCE's (from 59 to 70) and among 5th graders by 14 NCEs (from 54 to 68).	SAT 9
	The number of students scoring in the first and second quartiles will reduce by at least 5 students (each).	SAT 9
	The number of students scoring below average on designated math strands will decrease by at least 5. Instruction and achievement will improve in geometry and spatial sense, measurement, computation in context and problem solving strategies.	SAT 9, Criterion Reference Tests, informal assessments, math journals.

School Priorities for
Dr. George Washington Carver Elementary
 School Year 1999-2000

School Priority	Measurable Objective	Specific Measurements
C <i>To increase the number of parents/guardians involved in their children's education by building consistent and effective communication between home and school.</i>	<p>Parent/guardian involvement will increase from approximately 45% to at least 65%, with all measures showing an increase over last year. Perceived comparisons may be used where pre-documentation is not available.</p> <p>In-person and/or written communication will occur on a consistent (at least monthly) basis to keep parents informed of school, class and student progress.</p>	<p>Communication logs and sign-in sheets for conferences, home visits, VIP volunteers, committee meetings, Parent Resource Room use and consultations, focus groups, Back-to-School Night attendance, SST and IEP meetings, and various parent education sessions.</p> <p>Copies of newsletters, surveys, phone logs, home visit logs and meeting notes and agendas will provide further documentation. a Parent Information Board and display case will be maintained in a centralized location.</p>

Dr. George Washington Carver Elementary School

Activities for Priority/Objective A 1

Improve the literacy achievement of all students to above the 50th NCE by spring of 2000, with particular focus on African Americans, Latinos, other nonwhite students and English Language Learners (ELL).

The number of students achieving a NCE within the 3rd and 4th quartiles will increase by at least 5 and the number of students achieving in the 1st quartile will decrease by at least 5.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 1	The administrator will maintain support personnel staffing to assist teachers with instruction, differentiated assignments, communication with families, and to minimize challenges to students.	<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	All students will receive timely assistance and benefit from reduced student-teacher ratio.	<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	Principal Wade-Thompson, Emily M.
A 1 2	A support team made up of a student advisor, social worker, elementary advisor, nurse and psychologist will provide assessment, treatment, referral, instruction and outreach to families to ensure academic success, an effective SST process, and coordination of services.	<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 and staff will experience supportive collaborations to promote student stability and achievement.	<input checked="" 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	Student Success Team (SST)
A 1 3	A Reading Recovery teacher will implement supplementary instruction in reading & writing for targeted first graders. She will provide assessment and literacy instruction for additional students as needed.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Students will demonstrate increased reading and writing proficiency on running records and observation surveys.	<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	Reading Recovery TSA Franks, Lisa EG
A 1 4	The Special Education staff, including RSP teacher, support personnel, and speech therapist will collaborate with classroom teachers to provide appropriate modified lessons for targeted individual students and small groups to meet IEP objectives.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Special Education students will have access to core curriculum and achievement of standards while meeting IEP objectives.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Special Education Team
A 1 5	ELLs in grades K-4 will be taught by ELD teachers, utilizing SADAIE strategies and appropriate materials. These classes will "buddy" with others to ensure integration. Assistance will be provided by 2 bilingual support persons.	<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	ELLs will demonstrate increased competence in English, the core curriculum and cultural awareness.	<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	ELD Teachers
A 1 8	After school tutoring will be provided 4 days a week to Q1-Q2 students in grades 2-5. Some Q1-Q2 students will be tutored by volunteers from KPMG, our business partner.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Students will gain on SAT9 and IWA, improve performance in classroom and heighten self-esteem.	<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	Wade-Thompson, Emily M.

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

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Activities for Priority/Objective A 1

Improve the literacy achievement of all students to above the 50th NCE by spring of 2000, with particular focus on African Americans, Latinos, other nonwhite students and English Language Learners (ELL).

The number of students achieving a NCE within the 3rd and 4th quartiles will increase by at least 5 and the number of students achieving in the 1st quartile will decrease by at least 5.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 9	Two classroom teachers and one TSA will reduce student-teacher ratio in grades 4-5. The TSA will teach reading and math to Q1-Q2 students in 4th or 5th grade.	<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	Grade 4-5 students will receive instruction in smaller classes to provide more individual diagnosis and support.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Rdg/Math TSA
A 1 10	A Technology Teacher will ensure utilization of computers to enhance teaching and learning in reading, writing and other core areas. Accelerated Reader programs will be used in grades 2-5 to enhance reading comprehension and motivation to read.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Teachers will integrate technology into instruction. Students will demonstrate effective use of technology, in reading, writing, and research skills. Reading comprehension scores will be monitored.	<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	Technology TSA
A 1 11	A Media Library TSA will collaborate with classroom teachers to provide guidance to all students weekly in conducting research and accessing literature, reference materials and multi-media resources to improve literacy.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will experience consistent library use and develop related skills.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Bettye Stevens Stevens, Bettye RC
A 1 12	Books and materials will be purchased and used to support literacy achievement, including: supplementary books, teacher resource books, culturally representative materials, test preparation materials, classroom libraries, videos, tapes, equipment, games, manipulatives and visual aids.	<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 and staff will have access to diverse, high quality materials that enhance teaching and learning.	<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	Literacy Team
A 1 13	Staff and principal will receive professional development in and implement techniques of IRISE, early literacy best practices, Literacy Place, computer education, Accelerated Reading, assessment methods, writing, language acquisition, and other supportive areas.	<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 will employ varied and appropriate strategies to support student needs, and will share information with other staff during faculty and team meetings.	<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, Literacy Team

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Dr. George Washington Carver Elementary School

Activities for Priority/Objective A 1

Improve the literacy achievement of all students to above the 50th NCE by spring of 2000, with particular focus on African Americans, Latinos, other nonwhite students and English Language Learners (ELL).

The number of students achieving a NCE within the 3rd and 4th quartiles will increase by at least 5 and the number of students achieving in the 1st quartile will decrease by at least 5.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1 14	Staff will maintain and have access to resource rooms to borrow materials, books, lesson ideas and equipment to support literacy instruction, other core areas and physical education.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff will be informed of available resources and will use them to aid instruction and learning.	<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
A 1 15	Gr.3 students will adopt pre-school students at Dr. Charles Drew Early Childhood Development Center and read to them bi-weekly for six months. On-site classes will adopt each other as reading/writing buddies. ELD classes will buddy with other classes to promote cross-cultural literacy experiences and integration.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will be motivated to share cross-age reading and writing experiences, and improve their skills.	<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
A 1 16	Staff will analyze disaggregated data to plan instruction and support to improve student achievement in reading, writing (and math). Grade level teams will meet every nine weeks for long-range planning, and approximately weekly for short term planning. Data will be shared with parents for participation in analysis.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Teachers and parents will understand implications of test data and will support each other to implement instructional practices according to perceived needs.	<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
A 1 17	Parents will be trained in literacy knowledge and strategies to support academic success, and strengthen literacy interactions in the home. Book Fair, reading logs and literature events will encourage parents to purchase and borrow books.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Parents will demonstrate informed support to their children, and have a positive affect on children's literacy achievement.	<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 Team
A 1 18	All students will experience at least 9 fieldtrips related to core curriculum, PQR and Safe School Plan objectives.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will experience various cultural and science-related sights to enrich conceptual knowledge, inquiry, vocabulary, reading and writing.	<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	K-5 Teachers Wade-Thompson ,Emily M.
A 2 7	GATE and "high ability" students will be provided differentiated curriculum through tiered assignments and through individual and group projects involving the community, scientific research and technology. Materials will be purchased to support these activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	GATE students will gain skills and experiences beyond the core curriculum.	<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	GATE Team Wade-Thompson ,Emily M.

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Activities for Priority/Objective A 2

Improve the literacy achievement of all students to above the 50th NCE by spring of 2000, with particular focus on African Americans, Latinos, other nonwhite students and English Language Learners (ELL).

All students will improve in writing fluency, structure and style. 70% of 4th grade students will pass the IWA with a score of at least 6.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 2 19	All students will write daily, for various purposes and to various audiences, using a process approach. All students will utilize writing journals which may be related to daily life, math, science, literature, and P.E.	<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 growth in writing, using a process approach in various subjects.	<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	K-5 Teachers Wade-Thompson ,Emily M.
A 2 20	All students will respond to a monthly Writing Zone prompt to (develop fluency and structure and to help prepare them for the IWA). The Principal will monitor student progress and feedback will be given to teachers.	<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 growth in fluency and composition in writing on formal and informal assessments.	<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, K-5 Teachers
A 2 21	Students will self-evaluate their progress in writing through analysis and selection of work samples and through a writing questionnaire 2 times a year (fall/spring). Parents will participate in parent/teacher conferences that include a focus on writing development, 1 time this year. (spring)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students will reflect on own growth in writing. Parents will be informed of child's writing development.	<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	Grade Level Teams
A 2 22	Staff will implement a Literacy Team to promote colleague support, professional development, school-wide practices, assessment, wholistic scoring using a rubric, and parent education.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff will collaborate to promote and implement planned writing reforms.	<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	Literacy Team Wade-Thompson ,Emily M.

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Activities for Priority/Objective B 2

Improve the math achievement of all students, with particular focus on African American, other nonwhite and Latino students, by Spring 2000.

The number of students scoring in the first and second quartiles will reduce by at least 5 students (each).

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 2 1	All 3rd-5th grade students will utilize the Accelerated Math computer software to practice learned skills and progress to higher level skills, using this mastery-based, individualized program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students in grades 3-5 will progress in math competence, as measured by Accelerated Math programs.	<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	Technology TSA, Teachers
B 2 3	All students' progress will be closely monitored through formal and informal assessments, including our own K-5 criterion referenced tests, a Brigance test derivative for K-1, authentic tasks, self-paced programs, computer programs and math journals.	<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 will gather significant evidence of students' progress to share with students and parents.	<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	K-5 Teachers
B 3 2	All students will speak, illustrate and write to explain math problems and solutions.	<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 write, illustrate and explain with increasing clarity and conceptual understanding in math journals and class discussions.	<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	K-5 Teachers
B 3 4	Instructional resources will be utilized and purchased to support students, learning in math, including materials needed for differential or modified curricula for GATE, ELL, EDY, Special Education.	<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' progress will be aided by increased use of supportive materials.	<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

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Dr. George Washington Carver Elementary School

Activities for Priority/Objective C 1

To increase the number of parents/guardians involved in their children’s education by building consistent and effective communication between home and school.

Parent/guardian involvement will increase from approximately 45% to at least 65%, with all measures showing an increase over last year. Perceived comparisons may be used where pre-documentation is not available.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 1 1	Various groups (Indoor Air Quality Team, SSC, SAC, ELAC, PAG, GATE Parent Group, Discipline Committee, Asthma Task Force, SST) will invite active participation from parents/guardians to provide channels to communicate their concerns, to contribute to our comprehensive needs assessment, and to make suggestions and decisions regarding our site plan and meeting children’s educational 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	Increased number attending various committee meetings and increased engagement in solutions.	<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	Principal
C 1 2	Parents/guardians will have opportunity to learn ways to help their children and the school including: Parenting class, Family Literacy, Family Math, Computer, Health Education/P.E., Science and off-site conferences regarding school governance and programs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Increased number attending. Positive response team participants that the activities are useful.	<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	Principal
C 1 3	Parents/guardians will be encouraged to participate and assist in the classroom, resource rooms, on fieldtrips, and other school and class activities (e.g. Career Awareness, Read Aloud, Cultural events, etc.) Parent Volunteers will be recognized as Very Important Parents (VIP) at the Honor Roll of Parents in May.	<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	Increase number of parents involved as volunteers.	<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	Classroom Teachers Wade-Thompson ,Emily M.
C 1 4	Attendance at Parent/Teacher Conferences will be strongly promoted. The School-Home-Student Learning Compact will be read and signed by all Parties. Conferences will be held in the home or community when needed. All conferences and home visits will be logged.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Increased number of conferences and positive feedback from parents.	<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	Principal, Teachers
C 1 5	Parents will have access to the Parent Resource Room for books, articles, games, manipulatives and consultation to support academic assistance and parenting skills at home.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	At least 10% of the parents will utilize resources for parents.	<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	Franks,Lisa EG
C 2 6	Parents will have access to school information, including Site Plan, School Portfolio, PQR Plan, Safe School Plan, Consent Decree, BVHP Plan, State Standards, Core Curriculum, and schoolwide test results. Dissaggregated test data will be shared with parents at Back-to-School Night and at SSC/SAC/ELAC 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	Communication will enhance the home/school partnership, in quality and quantity of interaction. Parents will feel more informed and equipped to assist the school and their children.	<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

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

Dr. George Washington Carver Elementary School

Activities for Priority/Objective C 2

To increase the number of parents/guardians involved in their children’s education by building consistent and effective communication between home and school.

In-person and/or written communication will occur on a consistent (at least monthly) basis to keep parents informed of school, class and student progress.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 2 7	Communication with parents will occur in parent’s primary language (Khmer, Spanish, Samoan).	<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		<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	Principal
C 2 8	Written parent/teacher communication will occur through periodic newsletters from the principal, teachers and grade level teams, progress reports, corrected work returned, daily assignment plans for grades 3-5, school and District handbooks, vacation packets and curriculum objectives. An information board and showcase display will be in a central location.	<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	Communication will enhance the school/home partnership, in quality and quantity of interactions. Parents will feel more informed and able to assist the school and their children.	<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	Grade Level Teams Wade-Thompson ,Emily M.

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