

San Francisco Unified School District

School Site Plan for 1999-2000 Table of Contents

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

West Portal 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	PQR Self-Study, Analysis of CTBS Scores, Self-Reflections, Surveys, Student and School Portfolios
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	Analysis of CTBS Scores, Student and School Portfolios
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	Student Portfolios, Analysis of CTBS Scores, Surveys
1.3 Raise the performance and enhance experiences in the Gifted and Talented (GATE) program.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	School and Student Portfolios, Contract Rubrics, Student/Teacher Reflections, Parent Surveys
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	Staff/Parent/Student Surveys, School Portfolio, Student Use Logs
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	Visitor Logs, School Portfolio, Chinese Immersion Curriculum Meeting Minutes
2.0 To improve staff, parent and community participation in the educational process.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	School Portfolio, Records and Minutes, Attendance Logs, Surveys, SSC Records
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	School Portfolio, Staff/Student, Parent Surveys
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 type="radio"/> n/a	School Portfolio, Maintenance Logs, Surveys
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	SST Logs, Elementary Advisor Records, School Portfolio
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	Visitor Logs, Professional Development Reflections and Workshop Attendance Records, EPOS Document, School Portfolio
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 <input type="radio"/> Med <input type="radio"/> n/a	EPOS Document, School and Student Portfolios
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	School Portfolio

West Portal Elementary School
Analysis of Current Conditions

	District Goals & Superintendent's Priorities	Level of Need	Source
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	

West Portal Elementary School

Vision Statement

Modified on 10/21/1999

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

Robert Hutchins

- The mission of West Portal Elementary School, a supportive, nurturing, lifelong learning community for children and adults, is to:
- Enable students to be self-directed achievers, reaching their full potential by constructing knowledge, gaining a knowledge base, and finding joy and value in learning in a rich, meaning-centered, hands-on, rigorous-curriculum, active learning environment.
 - Enable students to develop character and social consciousness, creating their own vision for the future and welcoming responsibilities and challenges, using time, energy, and talents to improve the welfare of themselves and others.
 - Develop in students a respect of oneself, one's cultural heritage and respect for others and their heritage, and welcome diversity as an enrichment to their lives.
 - Foster a safe, cooperative, bilingual environment for learning, encouraging second language acquisition through our Chinese Immersion Program and our before school language classes.
 - Empower all parents to become partners in their children's education, engaging in supportive activities which extend their children's learning, value their educational efforts, and celebrate their successes.
 - Empower teachers to meet student needs through participation in a challenging, thought-provoking professional growth program that capitalizes on the rich diversity of our community and is based on current research and the best thinking about curriculum and instructional practices.

**School Priorities for
West Portal Elementary School**
School Year 1999-2000

School Priority	Measurable Objective	Specific Measurements
<p>A <i>To improve language arts and literacy achievement of all students, with special attention to AA, ELL, quartile two and three and special education students. To maintain an average NCE in Reading Achievement of 75 or above for quartile four students.</i></p>	<p>Performance of AA students will increase 8 points from an average 42 NCE to 50 NCE in reading. ELL students will increase an average 5 points to 50 NCE. Students in quartile one will increase 10 points in reading, from an average 36 NCE to 46 NCE, in quartile two, 5 points, from an average 47 NCE to 52 NCE. Special Education students will increase to 50 NCE. Quartile four students will maintain the average 78 NCE '99 scores.</p>	<p>Standardized test scores, student observations, anecdotal records, rubrics, interviews, reading logs, running records, portfolios, self-evaluation reflections and other authentic assessment measures.</p>
<p>B <i>To improve mathematics achievement for all students, with special attention to AA and quartile one students. To maintain achievement growth for L, ELL, Special Education, and quartile 1,2,3, and 4. Maintain an average NCE in Mathematics Achievement of 75 or above for quartile four students and improve the mathematics achievement for students in the third quartile.</i></p>	<p>Performance of AA students will increase 8 points from an average 42 NCE to 50 NCE in mathematics. ELL students will maintain an average of 65 NCE. Students in quartile one will increase 10 points in mathematics, from an average 37 NCE to 47 NCE. Quartile two students will make at least one year growth and maintain their average to 50 NCE. Special Education students will make at least one year gain, maintaining their average growth to 53 NCE.</p> <p>Quartile three students will increase 9 points from an average 61 NCE to 70 NCE. Quartile four students will maintain the average 78 NCE '99 scores.</p>	
<p>C <i>To engage the school community in setting high standards and expectations for all students, and in supporting the students to achieve them.</i></p>	<p>Parent involvement and volunteer participation in school activities will increase from 50% to 70% to support student learning</p>	

Activities for Priority/Objective A

To improve language arts and literacy achievement of all students, with special attention to AA, ELL, quartile two and three and special education students. To maintain an average NCE in Reading Achievement of 75 or above for quartile four students.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1	The entire school community participates in the PQR process to define school improvement strategies. (See Guide and Criteria for Program Quality Review , California Department of Education, 1998 for details.) This process emphasizes data analysis as evidence of school's strengths and weaknesses and the students' performance, using standards as a way of defining goals, sampling student work in relation to standards, supporting teachers' work in the classroom, and developing and implementing a comprehensive school improvement plan based on the findings of the PQR.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	A comprehensive school improvement plan will be developed. The improvement strategies will increase teacher skills and increase academic growth for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	entire staff
A 2	All of our students participate in the core curriculum. Teachers implement instruction designed to meet district standards in all curricular areas. The language arts performance and content standards drive 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	Teachers use appropriate strategies aligned with the language arts performance and content standards.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff/Students
A 3	All students, in order to improve vocabulary, participate in field trips which provide a common focus for students. These field and study trips integrate social studies, science, music, reading, fine arts, and language arts and are a basis for common experiences for writing activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Field trips extend learning opportunities across the curriculum.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff/Students
A 4	Students participate in the annual Academic Fair, either as presenters, observers, or both. Students have the opportunity to demonstrate completed projects. Demonstrations are multidisciplinary, including class, individual, and partner-written books.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students are motivated to present their work and/or learn from their peers' displays.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Language/Literacy
A 5	All students, in order to improve reading comprehension, participate in SSR and D.E.A.R time in the classroom and at home through a daily homework policy which includes a student/parent reading log. Daily journal writing occurs in each classroom. (A parent donated a daily writing journal for each student, K-5, with the West Portal logo on the journal cover.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Improved reading comprehension and motivation to read at school and at home.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Teachers, parents

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

West Portal Elementary School
Activities for Priority/Objective A

To improve language arts and literacy achievement of all students, with special attention to AA, ELL, quartile two and three and special education students. To maintain an average NCE in Reading Achievement of 75 or above for quartile four students.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 6	All students' differing learning styles are addressed through the use of various learning modalities including: books, worksheets, hands-on activities, slides, films, microphones, computers, overhead transparencies, large group presentations, collaboration, multiple intelligences, music, and field trips. Parents, district and state funds provide for the activities and materials. All classrooms participate in Different Ways of Knowing, a social studies, language arts program with emphasis on multiple intelligences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	DWoK activities promote children learning through their strenghts and teachers teaching to strengths.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	entire staff
A 7	Poets in the School is provided through our district arts grant to further promote language arts development. Children's' poems are "published" and prominently displayed and shared with peers and family. Our SSC art para displays "theme" bulletin boards which promote literacy. Our artist-in-residence, K-2 classes, incorporates themes and writing through her visual arts program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Creative and expressive writing skills are developed through poetry writing.	<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	Staff/Students
A 8	Intermediate students, in order to improve their reading comprehension and research skills, participate in research programs coordinated with their library and technology programs, assisted by the CTIS, library aide, ELL aide and classroom 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 learn to search the Internet and other reference materials to improve comprehension and research skills.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Technology
A 9	Efforts are made to improve the library as a "literacy place". All children can take library books home. A better check-out system is designed for K-1 children so they have easier access to the 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	Students are motivated to spend time in the library and to take books home to read.	<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	Librarian Leong,Lianne
A 10	The library computers are an integral part of the language arts program. The computer paraprofessional and CTIS work with students with the Scholastic software and other programs. Story writing and publishing are major components of the K-3 computer para's 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	Technology program at all grade levels fosters language arts development and enhances computer skills.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Technology
A 11	With the support of the music teacher, and using a program coordinated by the Language and Literacy Teacher, students use language and descriptive vocabulary to describe various musical experiences, voices, instruments from diverse cultures and styles, both orally and in writing.	<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 develop vocabulary and gain an appreciation for culture and music.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Music Program

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

Activities for Priority/Objective A

To improve language arts and literacy achievement of all students, with special attention to AA, ELL, quartile two and three and special education students. To maintain an average NCE in Reading Achievement of 75 or above for quartile four students.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 12	The music teacher enhances and supports the new language arts program in the classrooms as scheduled by the Language/Literacy Resource Teacher. Reading skills are learned through a wealth of songs and activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Students are motivated through music to further develop reading skills.	<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	Music Program
A 13	During lessons by the music teacher in primary classrooms, students create and improvise songs and accompaniments for play activities including stories and poems as a part of the language arts program. Students use their own language and simple vocabulary to describe various musical experiences, voices, instruments from diverse cultures and styles.	<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	Students develop vocabulary, expand cultural knowledge and develop interest in music.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Music Program
A 14	The Language and Literacy Teacher is an integral part of implementing a high quality program for the targeted population, coordinating services, purchasing materials, and recruiting volunteers. The L/L teacher inservices and coordinates the schedules of the ELL and classroom paras to provide classroom support for the targeted population.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Auxillary staff and additional funding will improve academic support for all 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	Language/Literac y
A 15	The Elementary Student Advisor is an integral part of increasing academic performance for the targeted group, especially AA students. She communicates her role to staff and makes available referral forms for her program and the SST. (She is secretary to the SST) The Elementary Advisor makes home contacts as needed and provides intervention activities to assist youngsters in adjusting to the school environment. The Elementary Advisor monitors daily the targeted population for attendance, tardiness, and homework and classwork completion, serving as a mentor to our AA students. She communicates to the principal when additional intervention is needed. She tutors AA students who need additional support. She provides feedback to the classroom teacher and implements a reward system for effort and accomplishments. The Elementary Advisor meets the morning busses (AA students) to make sure they eat, order lunch and are prepared for classroom work. She monitors the bus ride and frequently takes the bus to prevent bus problems and ensure children are ready for school.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	AA and targeted students have improved academic gains.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Elementary Student Advisor

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

To improve language arts and literacy achievement of all students, with special attention to AA, ELL, quartile two and three and special education students. To maintain an average NCE in Reading Achievement of 75 or above for quartile four students.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 16	The Academic Advisor works with identified students (ELL and SCE) to support academic achievement in school through the effective use of appropriate techniques and strategies in completing learning tasks. She promotes a program for the identified students to learn managing time, materials, and self, listening and taking notes in class, answering teacher questions and participating in class activities. The Academic Advisor helps students learn organizing a home study space, following school rules and procedures, doing school projects. She works with identified students on the motivational process involved in studying which is just as critical as the cognitive process. She works with the students to help alleviate anxiety about school, studying and tests, to offer instruction in positive thinking, personal problem solving and self esteem, to promote good health habits, to encourage parent involvement and to teach a process for seeking help. She uses the district adopted Hampton Brown ELL series and inservices all teachers on the program components. The Academic Advisor implements and monitors the redesignation process for ELL students.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	ELL and targeted students have improved academic gains.	<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	Academic Advisor
A 17	The SST meets each Thursday. Attending are the Elementary Advisor, School Psychologist, Principal, RSP, child's general ed. teacher, child's parent and a general ed. teacher representative. The SST draws upon many resources to assist students. The SST is designed to support students in a variety of ways through a multidisciplinary team effort.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input 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	SST

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

West Portal Elementary School
Activities for Priority/Objective A

To improve language arts and literacy achievement of all students, with special attention to AA, ELL, quartile two and three and special education students. To maintain an average NCE in Reading Achievement of 75 or above for quartile four students.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 18	All GATE students, in order to expand and extend their thinking skills, participate in at least 250 minutes weekly of differentiated instruction with opportunities for clustering in homogenous groups. Strategies to encourage and support multiple-intelligences are implemented. Themes and project-based learning support differentiated instruction. Teachers compact the curriculum. Programs are designed to challenge the GATE youngster in an experiential, dynamic and joyful exploration of active learning in a hands-on, minds-on approach, utilizing the strengths of the participating teachers. The technology resource teacher provides technology training for students to use technology to access, organize, analyze, and present information. Our CTIS is our GATE coordinator and facilitates GATE curriculum meetings. All 4th and 5th grade teachers participate in in-service training on differentiating instruction. Specialized materials are used: Interact, AIMS, DWoK Extension Activities, and Simulated Software. The GATE staff coordinator and the principal inservice teachers on GATE identification procedures and characteristics of GATE students. There is a concerted effort to identify under- represented groups, particularly those youngsters in the consent decree targeted population.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	All students are given opportunities to expand their thinking skills. GATE students are challenged and motivated to extend learning through project-based learning and differentiated curriculum.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	GATE
A 19	Special needs students are supported by categorical programs which are designed to ensure their success in the core curriculum. The Inclusion Support Teacher, the RSP, Special Education Paraprofessional, Speech and Language Therapist and other support staff work with the general education teachers to meet the literacy goals through adaptation and accommodated assignments and support strategies, including technology adaptations. A team approach implements activities to meet the IEP goals. (All identified special education students are included in the general education classroom more than 50% of each day.)	<input 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 needs students receive the support needed to succeed academically.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Special Education

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

To improve language arts and literacy achievement of all students, with special attention to AA, ELL, quartile two and three and special education students. To maintain an average NCE in Reading Achievement of 75 or above for quartile four students.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 20	Professional development activities include: The principal attends Leadership Connection sessions to develop skills in implementing school-wide reform for enhancing language arts and math development. The principal attends regularly scheduled Curriculum Administration workshops in promoting literacy. As a BASRC member, our teachers are invited and attend professional growth conferences provided through BASRC. Our CTIS attends district-provided workshops in technology to support language arts and math learning. She shares learned strategies with staff and students. Intermediate teachers attend district-provided GATE workshops to enhance academic instruction for GATE students. Grade-level released days are provided (when substitutes can be secured) for scholastic training, Wright Group, and sharing - (coordinated by the Language and Literacy Teacher) to promote academic success. Teachers meet on own time in grade-level meetings to share ideas and time is available at faculty meetings for grade level and cross grade level meetings. The 4th grade teachers meet with the principal to share strategies to increase achievement on the IWA. Teachers self-select to attend after-school and weekend courses for professional growth, including IWA training. Two site BTSA teachers provide on-site training for new teachers. They assist in leveling classroom libraries and developing strategies for managing a quality language arts and math programs. The school community plans for the three scheduled professional development days as governed by our needs and the PQR process. Professional development addresses effective strategies for accommodations and adaptations across the curriculum areas in order to meet the needs of all students, and to ensure access to the core curriculum for special needs students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Teachers continuously learn new strategies to better their programs for their students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	entire staff

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

West Portal Elementary School
Activities for Priority/Objective A

To improve language arts and literacy achievement of all students, with special attention to AA, ELL, quartile two and three and special education students. To maintain an average NCE in Reading Achievement of 75 or above for quartile four students.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 21	Assessment activities include ongoing evaluation of all students. Staff uses such tools as Scholastic Assessment materials, observation, student portfolios, records of daily activities, authentic assessment, student/teacher/parent conferences, grade level rubrics, and student attendance. Teachers and support staff continue to improve authentic assessment strategies. Teachers use forms in the K-5 Standards binders to assist in assessment and evaluation and to monitor student programs and program effectiveness. Students are active participants in their student portfolios, self-selecting projects and examples for their individual portfolios. Portfolios may include reports, pictures, drawings, video and audio recordings, projects, samples of daily class work and homework, stories, research, records of demonstrations, and checklists of skills and content attainment. Teachers regularly self-reflect on their classroom programs in order to make changes and improve course offerings. The principal in-services staff on test preparedness and test practice in order to increase students skills in standardized test-taking. The Academic Advisor presents additional training on the district ESL Hampton Brown series. Teachers and students use test practice and test taking preparation materials. The principal monitors the language arts programs through regular visitations and monitoring of classrooms. Generic and specific feedback of observations are presented during faculty meetings and in staff bulletins. The principal collects all 4th grade students' weekly compositions and meets with classes bimonthly to discuss progress with students. During the 1999-2000 schools year, all teachers to be evaluated will present a writing lesson as part of the evaluation process. (All 4th grade teachers are being evaluated this school year.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	A variety of assessment tools help teachers adapt/change the curriculum to foster students' academic growth.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	entire staff

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

West Portal Elementary School
Activities for Priority/Objective B

To improve mathematics achievement for all students, with special attention to AA and quartile one students. To maintain achievement growth for L, ELL, Special Education, and quartile 1,2,3, and 4. Maintain an average NCE in Mathematics Achievement of 75 or above for quartile four students and improve the mathematics achievement for students in the third quartile.

Priority, Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 1	The entire school community participates in the PQR process to define school improvement strategies. (See Guide and Criteria for Program Quality Review , California Department of Education, 1998 for details.) This process emphasizes data analysis as evidence of school's strengths and weaknesses and the students' performance, using standards as a way of defining goals, sampling student work in relation to standards, supporting teachers' work in the classroom, and developing and implementing a comprehensive school improvement plan based on the findings of the PQR.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	A comprehensive school improvement plan will be developed. The improvement strategies increase teacher skills and increase academic growth for all students.	<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	entire staff
B 2	All teachers support mathematical development for all students through the following activities: A problem of the day or week is used to improve problem solving skills and writing abilities in math in grades 1-5. Informal math assessments are administered at the beginning of the school year to determine skill gaps. Students receive small group instruction to address skill needs. (Teachers, paras, support staff, volunteer, peer tutoring.) All students are assessed for identification of specific skill mastery and deficiencies in the areas of math concepts, applications, and computations. Assessment materials are available in Mathlands and Math Steps programs. Staff analyzes student achievement in subcategories, problem solving, statistics, etc., and uses this information to plan future lessons. Teachers and students use the supplementary Math Steps Program to complement the Mathland program. The teacher provides explicit teaching of mathematical problem-solving strategies and strategies to help students monitor their own work. They provide students with opportunities to practice in situations that allow them to solve novel or real life problems. (Marilyn Burns lessons are used in many classrooms.) Learning time is extended for mathematics by using appropriate and relevant weekly homework assignments. (Math Tune-ups, Part II)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Improved mathematics achievement for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff/Students

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

West Portal Elementary School
Activities for Priority/Objective B

To improve mathematics achievement for all students, with special attention to AA and quartile one students. To maintain achievement growth for L, ELL, Special Education, and quartile 1,2,3, and 4. Maintain an average NCE in Mathematics Achievement of 75 or above for quartile four students and improve the mathematics achievement for students in the third quartile.

Priority, Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 3	Students have opportunities for project-based learning of mathematics. They experience educational technologies as mathematical problem-solving tools (computers and calculators) and other appropriate tools and materials for problem solving.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Project-based learning and the use problem-solving tools and software improve mathematical skills.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Staff/Students
B 4	Teachers use multiple representations of mathematical ideas and operations (including graphic displays and manipulatives) to help students grasp the concepts behind symbols and operations.	<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	Different learning styles are accommodated through the use of multiple representations of ideas and concepts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Staff/Students
B 5	Teachers, Leadership Team, and support staff facilitate and coordinate the improvement of the math program as defined by the PQR improvement plan and help align the math curriculum with the new district standards, instruction, and assessment. This process involves parents as partners and includes making sure parents have information regarding mathematical goals, content and performance standards, and assessment results. Any district-mandated test awareness training will be attended by a West Portal staff representative.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Teachers use appropriate strategies in teaching math aligned with standards.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	entire staff
B 6	Targeted students, including students with IEPs, use manipulatives to transition from the concrete to the abstract in math. They are given time needed to develop concepts and basic facts, utilizing a multisensory approach. Provisions are made to support students who need additional strategies to meet grade-level content and performance standards. Adaptations and accommodations are used so that students have access to the core curriculum. All identified special education students are included in the general education program more than 50% of each day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Targeted students receive support in order to make mathematical gains.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	staff
B 7	GATE students have opportunities to demonstrate their thinking about math problems and communicate their ideas to others by preparing and teaching lessons using a project-based format. Technology is encouraged for presentation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	GATE-identified students as well as general ed. students learn and teach each other through project-based 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	GATE/staff

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

West Portal Elementary School
Activities for Priority/Objective B

To improve mathematics achievement for all students, with special attention to AA and quartile one students. To maintain achievement growth for L, ELL, Special Education, and quartile 1,2,3, and 4. Maintain an average NCE in Mathematics Achievement of 75 or above for quartile four students and improve the mathematics achievement for students in the third quartile.

Priority, Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 8	Professional development includes the following: Time is allotted at faculty meetings for professional development. Two district professional development days are dedicated to math training for the entire school community. A focus for some of the professional development is training teachers on strategies to use writing skills necessary for communicating in mathematics, communicating about their observations, and communicating in math journals and for their portfolios. A consultant is available to provide staff training in problem solving. Professional development addresses effective strategies for accommodations and adaptations across the curriculum areas in order to meet the needs of all students. The principal will attend the Asilomar Math Conference, December, 1999.	<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 continuously learn new strategies to better their programs for their students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	entire staff
B 9	In addition to the ongoing assessment tools provided in Mathlands and Math Steps, practice test materials are used for test preparedness. Students are given continuous feedback regarding their mathematical performance. Assessment includes third grade district assessment as mandated by Centralized Services. Students explain mathematical thinking in a self-assessment process.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Assessment strategies help teachers monitor and adapt the math program to meet students' math needs.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff/Students
B 10	Special needs students are supported by categorical programs which are designed to ensure their success in the core curriculum. The Inclusion Support Teacher, the RSP, Special Education Paraprofessional, Speech and Language Therapist and other support staff work with the general education teachers to meet the literacy goals through adaptation and accommodated assignments and support strategies. (All identified special education students are included in the general education classroom more than 50% of each day.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Special needs students receive the support needed to succeed academically.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Special Education

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

To engage the school community in setting high standards and expectations for all students, and in supporting the students to achieve them.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 1	Elections are held to elect representatives to SSC, SAC, and BAC according to state guidelines. The school councils have input in planning, implementing and evaluating the planned program. Modifications to the program are made as necessary. The Language and Literacy Teacher provides the necessary training, such as training on the legal requirements and functions of the committee. The School Site Council voted to be school based at its 1998 meeting. The BAC voted to become part of the SSC at its spring, 1998 meeting.	<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	Establishment of site councils to plan, implement and evaluate state programs.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	Language/Literacy
C 2	Parent and staff surveys are used to provide input into the site plan. Informational materials are distributed to staff and the Parent Club executive board. All interested people are given the opportunity to assist in preparing the plan. The staff meets with members of SSC/BAC/SAC in preparing site plan. The SSC/SAC is also instrumental in planning, monitoring, and implementing the parent involvement program. The Parent Liaison works closely with parent organizations and the SSC to assist in this task. The staff compiles data from parent surveys for inclusion in the final version of the site plan. The final version will include the vision for the SBCP program as follows: The SBCP will strengthen the core academic program and ensure that students have access to and succeed in the program. Revisions and modifications to the site plan are determined by the SSC/SAC. SSC meetings are convened by the chairperson who is assisted by a parent liaison and the Language Literacy Teacher.	<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	Establishment and development of school site plan.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	Staff/Parents
C 3	The Language and Literacy Teacher and Parent Liaison are resources to the members of the school's elected committees. The Parent Liaison acts as secretary, notifying members of meetings, posting announcements, and distributing agendas and minutes.	<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	Information about the program is communicated to the school community on a regular basis.	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	L/L teacher and Parent Liaison

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

West Portal Elementary School
Activities for Priority/Objective C

To engage the school community in setting high standards and expectations for all students, and in supporting the students to achieve them.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 4	The structure of the Parent Organizations is designed to increase Parent Involvement. Room representatives work with teachers and the liaison with all parents from the room. The room representatives work toward curriculum involvement as well as volunteer recruitment and fund raisers. A welcome back letter is sent to all parents in August, emphasizing the importance of home/school cooperation, and encouraging parent participation in school events. Members of the school community are invited to be on the West Portal Executive Board, the Chinese Immersion Curriculum Committee, and the Inclusion Support Committee to create and organize community building activities. All parent activities are documented. A meeting is held with Parent Club officers for input on the Parent Involvement Program. Parents and staff create and organize community building activities for the school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Parents are informed and encouraged to participate in school activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff/Parents
C 5	The Parent Club fosters a sense of community, actively encouraging on-site participation. A volunteer data base is established for active parent involvement in all school functions. The SF School Volunteers provide community volunteers for our school. Active recruitment efforts are made by the principal, parent volunteer coordinator, parent liaison, teachers, and support staff for parent and community volunteers and representatives on district committees. A School Parent Representative is selected to serve on our site GATE committee and to liaison with the District. The staff establishes a volunteer sign-in book to document parent participation in the school. Classroom records are kept of attendance at Back to School, Open House, family activities, and Parent Conferences. These records are added to our school portfolio.	<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	Volunteers are recruited from the community to support school activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff/Parents

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

West Portal Elementary School
Activities for Priority/Objective C

To engage the school community in setting high standards and expectations for all students, and in supporting the students to achieve them.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 6	The parent liaison, principal, teachers, and support staff help parents understand the importance of involvement in the school program. Efforts are made to recruit parent and community volunteers for yard activities. The parent club hires an additional staff person to monitor yard activities. Parent Club fundraising events provide materials and resources to support the learning program for all students. The fall fundraiser asks parents to support the West Portal Education Fund and the spring fundraiser is a school-wide participation in the spring festival and parade.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Efforts are made to provide help in yard activities and community activities.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff/Parents
C 7	Parent Club activities promote parent education through sponsoring evening workshops, literacy and test awareness, 1999-2000. The Parent Club sponsors the "Birthday Book Club" - adding books to our library collection. Each Spring, the Parent Club hosts a Book Fair - one week and one evening. Parents are encouraged to attend with their children.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Parents are encouraged to attend parent meetings and sponsor special 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	Parent Club
C 8	The Chinese Immersion Curriculum Committee is a sub committee of the West Portal Parent Club. It advocates for language learning, promoting cultural activities and promotes communication about the CIP. Classroom reps facilitate communication. The Chinese Immersion Curriculum Committee implements and monitors the Chinese Language Lending Library to help parents support language and literacy learning at home.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Chinese Immersion Curriculum Committee will implement and monitor the library and 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	Parent Club
C 9	There is a kinder orientation held each spring. An Orientation Coffee is held on the first day of school. On the first Friday evening, a welcome potluck provides an opportunity for new families to meet. Monthly Parent Club meetings feature topics selected from parent suggestions. A staff meeting is held to discuss the objectives, purpose, and plans for BACK TO SCHOOL NIGHT which is held in mid-September. The Spring Open House features students as hosts. School discipline and homework policies are sent home; parents respond by returning tear-off.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Parents participate in school orientation activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff/Parents

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

West Portal Elementary School
Activities for Priority/Objective C

To engage the school community in setting high standards and expectations for all students, and in supporting the students to achieve them.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 10	A letter is sent from the staff to all parents emphasizing the importance of parent support for learning and inviting them to participate in school programs. "Message Folders" are sent home weekly to communicate school programs and inform parents of school activities in which they can participate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Weekly communication between home and school provide information about school activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff/Parents
C 11	The CTIS coordinates the West Portal quarterly Newspaper featuring students' writing and a parent page. Monthly school calendars sent home list all school events, including Parent meetings, field trips, assemblies, environmental programs, etc. Vacations, Parent/Teacher conferences, and testing dates are sent in a timely manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Parents are kept informed of all school activities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	CTIS
C 12	Weekly SST meetings discuss intervention methods to assist individual students who need to develop coping strategies. (Members of the SST include the principal, Elementary Advisor, RSP, School Psychologist, parent(s), classroom teacher, and sometimes the student.) The SST proposes strategies to improve school attendance. The Elementary Advisor is recorder for the SST.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	School attendance will continue to be at least 90% or above through efforts of school staff.	<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	SST
C 13	The principal reviews all report cards before they go home. Teachers encourage all parents to attend the November and April Parent/Teacher conferences. Notices are sent home early so parents are prepared. Several reminders are sent. Staff is available for translating and interpreting in Chinese and Vietnamese.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parents are better prepared for parent conferences with the help of staff.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Staff/Parents
C 14	Parents and staff serve on the Facilities Committee to monitor physical needs and make recommendations for improvement. Principal meets monthly with the school site building and grounds committee to review and evaluate condition of the building and the school's maintenance needs. School site building and grounds committee assists in organizing clean-up days. The building and grounds committee liaisons with central office Facilities. The principal meets with noon-time monitors to plan strategies to assist students in caring for their school. Parents and staff serve on the Facilities Committee to monitor physical needs and make recommendations for improvement.	<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	School grounds and facilities are maintained in a neat and orderly way.	<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	Staff/Parents

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

To engage the school community in setting high standards and expectations for all students, and in supporting the students to achieve them.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 15	The art paraprofessional documents parent involvement events and school activities through displays in the hall adjoining the office. The art para constructs photo displays of children participating in school activities. These photo features are displayed in our halls and classrooms. Art inservice sessions are given by staff and art paraprofessional. School bulletin boards are assigned to classes on monthly basis. Efforts are made to increase "ownership" of the school community in the appearance of the campus. The school maintains a pictorial display of activities on poster boards to be available for community events and school orientation	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	Art work is available to promote school activities.	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	Teachers Nuno, Bonnie

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