

DRAFT

San Francisco Unified School District

Hillcrest Elementary School

School Site Plan for 2001-2002

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Hillcrest Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
2001/2002

Process for Data Analysis

Data from Stanford 9, IWA, MPA, ABC, and quarterly math and writing samples have been reviewed, analyzed and discussed at faculty & grade level meetings throughout the year, and at the professional development days in October and February. USP support person assisted with math analysis. Information from these meetings has been shared and reviewed with parents at the SSC, SAC, and ELAC meetings.

Academic/Performance

Second graders demonstrated significant gains in all areas on the Stanford 9.

Third and fourth grade students demonstrated no significant gains.

Fifth grade students demonstrated gains overall, but also some movement into the bottom quartile.

Analysis of test data showed greatest areas of need to be writing and math problem solving.

A significant number of third grade students moved up from performance level 1 to 2 & 3 on the MPA

Hillcrest Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
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Areas of Success/Progress/Achievement

Second graders have shown a gradual increase in achievement scores over the last three years, with a significant increase last year.
50% of second graders moved out of the bottom quartile.
Successful safe school program.
Hillcrest exceeded its API target for 1999-2000.
Third grade students demonstrated a significant increase in performance levels on the MPA A move from

Areas of Concern

There was a significant increase in the number of students performing at level 1 of the IWA along with a decrease in levels 2,3,and 4.
a significant number of fifth graders moved into the bottom quartile in math and reading.

Hillcrest Elementary School
Introduction: Analysis of Current Conditions (Needs Assessment)
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Current Programs

Ten teachers participate in home reading programs underwritten by San Francisco Ed Fund grants.
Over 100 Students participate in the After School Learning Program.
Reading Recovery is provided for low performing first graders.
New teachers participate in the BTSA or PAR program.
Urban Systemic Program (USP) Grant provided a support person in the area of math.

Hillcrest Elementary School

School Year: 2001/2002

Vision Statement

Hillcrest is a school with a multicultural and multilingual student population. Realizing the challenges that lay ahead of them our focus will be to prepare them to be productive, self-enhanced citizens in a world made more accessible through rapidly changing technological advancements. We will do this in a safe supportive learning environment that encourages a sense of community

Therefore:

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

Action Plan Overview
Hillcrest Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
I. Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.	Hillcrest will meet or exceed its API growth target of ten. Thirty-one percent of students scoring below-average proficiency in math problem-solving will move to average proficiency, while eight percent of students scoring average proficiency will move to above average proficiency	Stanford 9 Stanford 9 Math Performance Assessment (MPA)	Teachers will review student work samples of math work from adopted text and Compass Learning software program at monthly grade level meetings. Teachers will review quarterly math prompts four times a year at faculty meetings. Teachers will review student work samples of reading responses from adopted text and Compass Learning software program at monthly grade level meetings.
	Thirty-one percent of students scoring below-average proficiency in reading comprehension will move to average proficiency, while eight percent of students scoring average proficiency will move to above average proficiency	Stanford 9	Teachers will review work samples of student writing at monthly grade level meetings. Teachers will review quarterly writing prompts four times a year at faculty meetings. Students will present writing projects to parents/staff at annual Literature and Creative Arts Night
	Thirty-one percent of fourth graders will move to the basic level (level 3) of performance on the IWA. Eight percent of those at the basic level will move to the effective level (level 4).	Integrated Writing Assessment (IWA) STAR Writing Assessment (4th Grade)	Review of student enrollment by principal. Review of teacher lesson plans by principal Classroom Observation
II. Academic Achievement: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.	All students will be receive the required amount of instructional time in the core curriculum using adopted instructional materials.	Master schedule on instructional time. Reflection of material use in teacher lesson plans. Check out of materials from resource room.	Review of Instructional Aide schedules Review of student progress at monthly SST meetings.
	All "at risk" students and those who are in the bottom quartile will receive additional instrucional support to gain access to the core curriculum.	Instructional Aide schedules. Individual learning plans	

Action Plan Overview
Hillcrest Elementary School
 School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
III. Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations (PQR/WASC, Compliance (CCR), whole school reform models, schoolwide programs, school-based curricular, instructional, or programmatic improvements.	Teachers will improve instructional delivery.	Stanford 9 PASS MPA	Review of lesson plans. Classroom Observation
	Student participation in class lessons, and students academic performance will improve with implementation of the Galef Institute's "Different Ways of Knowing" program. Student achievement will improve through improved self esteem gained through participation in programs provided by student advisor.	Documentation of class participation by teachers. Stanford 9 Stanford 9 IWA MPA	Teacher attendance at 3 day institute. Teachers will meet with Galef coaches Monthly peer group meetings Students Activity programs Annual awards assembly in May
IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.	To implement tobacco, drug, and violence prevention programs mandated by Safe and Drug Free Schools (S& DFSC) and Tobacco-Use Prevention Education (TUPE) funds.	Monthly Crime reports Incident reports	Review of crime and incident reports on a monthly basis by principal.
	To implement programs/activities at recess time that will encourage students from different ethnic backgrounds to play together.	Incident reports.	Teachers will initiate activities at recess with mixed ethnic groups.
	All students will receive 30 hours of health instruction.	Monthly attendance reports.	Semester review of lesson plans Planning of health instruction at grade level meetings
V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.	Attendance at annual family nights will increase by 50%.	Attendance Records	Minimum three notices sent home notifying parents of events. Sign-in sheets.
	Participation in SSC, SAC, and ELAC committee meetings will increase to include all members and members of the community at large.	Attendance records	Minimum three notices sent home notifying parents of meetings. Sign-in sheets from monthly meetings meetings.
	Parents will demonstrate an understanding of their role in their child's education.	100% return of Home-School Compacts. Sign-in sheets from USP parent meetings.	Inform parents of Home-School Compact at back to school Night. Review of Home-School Compacts. Participation in USP parent meetings.

Action Plan Overview
Hillcrest Elementary School

School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
VI. Additional Priority: Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))			

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Hillcrest will meet or exceed its API growth target of ten.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 1	Teachers will assess data from Spring 2001 standardized testing (SAT 9, IWA, MPA, PASS) to determine areas of student strengths and needs and target low achieving groups. Assessment will take place at professional development in August and faculty meetings in September. Teachers will evaluate student classroom work at grade level meetings throughout the 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	Spring 2002 Identification of needs and low performing groups. Monthly grade level meetings.	<input checked="" type="checkbox"/> <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 7	All Teachers
1, 1 2	Teachers will meet in grade level meetings to discuss lesson planning. Teachers will use data analysis to guide planning. Teachers will develop a month to month plan and an overall yearly plan targeting areas of student need as determined by data.	<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	Spring 2002 Review of lesson plans Calendar of year at a glance	<input checked="" type="checkbox"/> <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 7	All teachers
1, 1 3	All teachers and the principal will participate in professional development offered at faculty meetings and professional development days in August. Topics will include: assessment of student data; effective implementation of programs and instructional materials; differentiated instructional practices to meet high (GATE) and low achieving students; effective use of technology in the classroom; alignment of lesson plans with state and district standards.	<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	Spring 2002 Individual professional development plans.	<input checked="" type="checkbox"/> <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 7	All teachers
1, 1 4	Teachers will utilize a variety of teaching strategies, including differentiated instructional strategies, to engage students in learning in all curricular areas to improve academic achievement. Supplemental instructional strategies will be provided for targeted students including GATE, Special Education, ELL, African American, and Latino 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	Spring 2002 Quarterly review of lesson plans. Review of individual learning plans.	<input checked="" type="checkbox"/> <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 7	All Teachers
1, 1 5	Student academic progress will be formally assessed through the Scolastic Reading Program, ABC, Stanford 9, IWA, MPA, and PASS. Informal assessment will take place through teacher observation and review of student work. Data collected from assessments will be used to plan instructional 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	Spring 2002 Review of student work at monthly grade level and faculty meetings.	<input checked="" type="checkbox"/> <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 7	All Teachers

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Thirty-one percent of students scoring below-average proficiency in math problem-solving will move to average proficiency, while eight percent of students scoring average proficiency will move to above average proficiency

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 2 1	All teachers and the principal will participate in professional development provided at faculty meetings and professional development days. Topics will include: enhancing teachers own proficiency in math; problem solving strategies; measurement; and the use of computers in mathematics.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Individual professional growth plans. Principal observation of implementation of workshop topics.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Teachers
1, 2 2	Teachers will utilize a variety of instructional strategies to engage students in math activities and lessons with a focus on problem solving. Students will engage in self review in small groups as well as whole group review with the teacher.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Teacher review of student work. Classroom observation.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Math
1, 2 3	Math portfolios will be kept for all students. Teachers will review these with the students and at grade level meetings once a month.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Monthly review of student math work in grade levels. Quarterly review of math prompts at grade level meeting.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Math
1, 2 4	All students will improve their skills in problem solving and measurement through the use of technology in the classroom.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Review of software program assessments. Stanford 9. MPA	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technology Couto, Patricia C
1, 2 5	Teachers will provide supplemental instructional strategies in math for targeted groups including GATE, ELL, African American, Latino, and Special Education students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Math portfolios. Review of student work in grade level meetings. MPA.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Math

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Thirty-one percent of students scoring below-average proficiency in math problem-solving will move to average proficiency, while eight percent of students scoring average proficiency will move to above average proficiency

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 2 6	Girls will be provided supplementary math and science activities in areas of interest to them to foster a better understanding and appreciation for mathematical and scientific processes.	<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 MPA Science Performance Test (PASS) Classroom observation of participation	<input checked="" type="checkbox"/> <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 7 Math and Science
1, 2 7	Student math skills will be formally assessed through the Mathland assessments, MPA, and the Stanford 9. Informal assessment will take place through teacher observation and review of student work. Data collected from assessments will be used to plan math instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1 2 3 4 5 6 Spring 2002 Daily Classroom Observation. Review of student work at grade level meetings. Embedded Mathland Assessments. MPA - May, Stanford 9 - April.	<input checked="" type="checkbox"/> <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 7 Math
1, 3 1	All teachers will attend professional development in the area of reading, including reading strategies and reading comprehension.	<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 Spring 2002 Individual professional Development Plans. Review of lesson plans.	<input type="checkbox"/> <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 7 Language Arts
1, 3 2	Teachers will utilize a variety of instructional strategies, including differentiated instructional strategies, to engage students in reading activities and lessons with a focus on reading comprehension.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 Spring 2002 Classroom Observation. Review of lesson plans.	<input checked="" type="checkbox"/> <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 7 Language Arts
1, 3 3	All students at risk in the first grade will receive services of the Reading Recovery teacher through individual and small group work.	<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 Spring 2002 Reading Recovery Assessments. Conferences with parents. ABC	<input type="checkbox"/> <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 7 Language Arts Surber, Karin C

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Thirty-one percent of students scoring below-average proficiency in reading comprehension will move to average proficiency, while eight percent of students scoring average proficiency will move to above average proficiency

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 3 4	Students in the second and fourth grades will be provided supplementary reading instruction through the Phono-Graphix reading program, to bring reading skills up to grade level.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Spring 2002 Phono-Graphix Assessments Stanford 9	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Language Arts
1, 3 5	Students will demonstrate their oral communication and expression skills by participation in the San Francisco Arts Education Program, school assemblies, family nights, oral presentations and questioning presented in class.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Presentations at family nights and school assemblies. Teacher observation.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Language Arts
1, 3 6	Listening and aural comprehension skills will be developed through activities that require students to follow specific, sequential directions or recount stories or events that were told to them.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Teacher observation.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Language Arts
1, 3 7	Students and their families will participate in a Home Reading Program to reinforce reading skills at home.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Certificates for completed books. Home reading party for completion of goals.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Participating teachers
1, 3 8	Teachers will provide supplemental instructional strategies in reading/language arts for targeted groups including GATE, ELL, African American, Latino, and Special Education students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Stanford 9 Review of student work at grade level meetings.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Language Arts
1, 3 9	The CTI and an Instructional Aide in the computer lab will utilize the Compass Learning and other software programs to integrate technology into reading and language arts instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Compass Learning Assessments Stanford 9	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Technology
1, 3 10	Student reading and language arts skills will be assessed through the Scholastic Reading Program, ABC, and Stanford 9. Informal assessment will take place through teacher observation and review of student work. Data collected from assessments will be used to plan the language arts program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Monthly grade level meetings Stanford 9,ABC, Scholastic Assessments.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Language Arts

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I. Academic Achievement: Significantly increase academic achievement and learning for all students, including closing the achievement gap, based on the 2000-2001 achievement data. Focus must be on reading and mathematics as measured by the Stanford 9 Achievement tests and other assessments as appropriate.

Thirty-one percent of fourth graders will move to the basic level (level 3) of performance on the IWA. Eight percent of those at the basic level will move to the effective level (level 4).

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 4 1	Teachers will analyze data from the 2000 IWA at August professional development days. This information will be reviewed at grade level meetings in planning an effective writing program for all grade levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Fall 2001 Analyze data in August. Plan writing instruction at grade level meetings.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Teachers
1, 4 2	All students will engage in writing activities on a daily basis. Writing samples will be collected quarterly and scored by a site developed rubric.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Daily writing assignments. Writing portfolios.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Language Arts
1, 4 3	Writing portfolios will be kept for all students. Teachers will review these with the students and at grade level meetings once a month.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Monthly review of student writing in grade levels Quarterly review of writing prompts at grade level meetings.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Language Arts
1, 4 4	Student writing will be assessed by site developed rubrics, the IWA and the STAR writing test.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Student portfolio assessment. IWA, STAR Writing Test.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Language Arts

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II. Academic Achievement: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.

All students will be receive the required amount of instructional time in the core curriculum using adopted instructional materials.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 1	Teachers will be provided professional development in the core curriculum, State and District Standards, and Content and Performance Standards.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Individual Growth Plans	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Teachers
2, 1 2	Students will participate in core curriculum instruction, including 60 minutes daily of math instruction and 150 minutes (k-3), 200 minutes (4-5) a week science instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Review of master instructional time schedule. Review of lesson plans.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Teachers
2, 1 3	Teachers schedules, lesson plans, and instructional practices will align with the core curriculum and referct Content and Performance Standards.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Review of lesson plans. Classroom observations	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Teachers
2, 1 4	Teachers will keep in contact with parents about student progress/achievement through parent conferences, report cards, phone conversations, and individual educational planning meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Parent conference sign in sheets - November and April Phone logs IEPs	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Teachers
2, 2 1	The SST committee will meet bi-weekly to assess students who have been referred as potentially at-risk. The team will look at student progress and program placement and make recommendations for support or program changes.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Spring 2002 SST information log sheets. Individual learning plans.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Student Success Team
2, 2 2	Instructional aides will provide supplementary instruction to students in the bottom quartile, African American and Latino subgroups to bring their scores to the level of the other subgroups.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Spring 2002 Instructional aides schedules. Individual learning plans.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Teachers
2, 2 3	Teachers will implement the use of of supplementary materials in the classroom to improve math, reading and writing instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Ordering of supplementary materials. Check out of materials. Classroom observation of material use.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Teachers

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II. Academic Achievement: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.

All "at risk" students and those who are in the bottom quartile will receive additional instructional support to gain access to the core curriculum.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 2	Low achieving students in the first through fifth grades will attend the After School Learning Program on site to enhance and reinforce skills in math, reading, and writing and to promote the youth development and safe schools.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Spring 2002	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	After School Program Personel
4		1 2 3 4 5 6	Stanford 9	1 2 3 4 5 6 7	

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III. Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations (PQR/WASC, Compliance (CCR), whole school reform models, schoolwide programs, school-based curricular, instructional, or programmatic improvements.

Teachers will improve instructional delivery.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 1	All mathematics and science teachers will implement the inquiry standards into their instructional strategies for mathematics and science curricula.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 PASS Science assessments imbedded within the science kits	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	USP
3, 1 2	All math and science teachers will incorporate the appropriate use of technologies - computer and hand held - into the curriculum.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Spring 2002 Classroom observation. review of lesson plans.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	USP
3, 1 3	All teachers will use ongoing formative assesment to modify and create differentiated instruction for students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Stanford 9. Teacher created assessments	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	All Teachers
3, 2 1	Moving towards a comprehensive school reform plan, Hillcrest has adopted the Galef Institute's Different Ways of Knowing progam build language arts skills and self-esteem through the use of the arts in instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Stanford 9	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	All Teachers

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IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

To implement tobacco, drug, and violence prevention programs mandated by Safe and Drug Free Schools (S& DFSC) and Tobacco-Use Prevention Education (TUPE) funds.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 1	All teachers and students will participate in Red Ribbon Week.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Fall 2001 Students will sign non-drug use poster.s Attendance at Ribbon Week activities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Health Team
		1 2 3 4 5 6		1 2 3 4 5 6 7	
4, 1 2	Outside consultants and police officers will provide drug awareness lessons and activities to fourth and fifth graders.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Student response sheets to presentations	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Health
		1 2 3 4 5 6		1 2 3 4 5 6 7	
4, 1 3	The Transitions program will be presented to fifth graders to prepare them for middle school.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Student responses to transitions activities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Health
		1 2 3 4 5 6		1 2 3 4 5 6 7	
4, 2 1	The elementary student advisor will work with students to build self esteem to improve attendance, behavior, participation and learning in the classroom.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Peer point sheets Participation in lunchtime activities	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Travis, Yolanda R
		1 2 3 4 5 6		1 2 3 4 5 6 7	
4, 2 2	Students will participate in lunch time activities and tournaments (basketball, kickball, cheerleading, etc).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Schedule of lunch time events Sign-up sheets. Observation of participation.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Travis, Yolanda R
		1 2 3 4 5 6		1 2 3 4 5 6 7	
4, 2 3	Students will participate in an annual activities award assembly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring Records of participation. Presentation of activities awards - May	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Travis, Yolanda R
		1 2 3 4 5 6		1 2 3 4 5 6 7	
4, 3 1	Teachers will be provide professional development in health education	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Individual professional Development Plans	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Health Team
		1 2 3 4 5 6		1 2 3 4 5 6 7	

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IV. School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

All students will receive 30 hours of health instruction.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 3 2	Teachers will provide instruction in the district adopted health program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Review of lesson plans Classroom observation	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Teachers
4, 3 3	Students in the first and second grade will participate in the Colgate toothbrushing program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Review of lesson plans Classroom observation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Health Team

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V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.

Attendance at annual family nights will increase by 50%.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 1	Faculty, staff, and students will present three family nights (Math, Science, and Literature & Creative Arts Nights) a year to engage families in math, science language arts, and art activities that demonstrate the programs being offered at Hillcrest. Family nights also showcase student work, demonstrating student achievement.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Sign-in sheets for three nights. Observation of student presentations, performances	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Math, Science, Language Arts
5, 2 1	Parents, SSC,SAC, ELAC committee members, and leadership team members will be notified of SSC,SAC, ELAC meetings through notices sent home by the school.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Copies of notices sent - minimum two.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Administrative
5, 2 2	SSC, SAC, and ELAC Committe meetings will be held monthly to plan programs and budget expenditures.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Sign-in sheets Completion of sight plan	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Administrative
5, 3 1	Parents, teachers, students, and the principal will sign Home-School Compacts informing all of their responsibilities in the education of the students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Compacts on file in student files	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Administrative
5, 3 2	Site USP team will present four parent meetings to inform parents of content and student expectations in the math and science programs.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 Sign-in sheets	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	USP Team

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Programs in District Schools 2001/2002

Hillcrest Elementary School

Priorities Addressed					PROGRAM
PR1	PR2	PR3	PR4	PR5	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	After School Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arts Education Collaborative
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Bay Area Writing Project (BAWP)
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Beginning Teacher Support & Assessment (BTSA)
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	City Science
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Galef--Different Ways of Knowing
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IASA Title VI
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Junior Achievement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MathLand & Beyond
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NSF--Urban Systemic Program (Priority 6)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Peer Assistance & Review (PAR)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Primary Prevention Program (PIP)
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading Recovery
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	San Francisco Education Fund: (list)