

San Francisco Unified School District

Cleveland Elementary School

School Site Plan for 2000-2001

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Cleveland Elementary School
Analysis of Current Conditions

District Goals & Superintendent's Priorities	<i>Oct. 1999</i>	Level of Need	Source
1.1 To raise the academic achievement of African American, Latino, English Language Learners, and Special Education students to an average performance range of 45-55 NCE by Spring 2001.		<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	
1.2 To improve the quality of professional development, especially in math and science, to enable teachers to help 5% more students reach the district's academic performance standard.		<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	
1.3 To improve student support services for those with special learning needs (ELL, EDY, SPED, GATE) through better program coordination and articulation.		<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	
1.4 To improve literacy instruction by leveraging resources so that the District will be at the national average in reading.		<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	
3.1 To better address student needs by offering a greater range of quality educational, health, and recreational services.		<input type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	
5.1 To improve the readiness of pre-kindergarten students for learning through an improved early childhood education program.		<input type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	
6.1 To support the District's goals and priorities by expanding collaboration and partnerships with community agencies, businesses and universities.		<input type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	
6.2 To enhance teaching and learning by connecting the classroom and the workplace, through a school-to-career system built together with our community partners.		<input type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	

Cleveland Elementary School

School Year: 2000/2001

Vision Statement

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Cleveland School is committed to providing each student with the knowledge and skills necessary to become a lifelong learner and a contributing participant in a changing world community. A love of reading opens the door to the world. This is why every child must become a fluent reader. Caring and dedicated teachers and staff will provide students with appropriate, challenging and enjoyable work. We will promote cooperation with, and respect for, all persons in the school. People with diverse backgrounds will be honored and the speaking of different languages will be accepted and appreciated. A school environment that is safe, nurturing, and stimulating will be maintained.

**School Priorities for
Cleveland Elementary School**

School Year 2000/2001

School Priority	Measurable Objective	Specific Measurements
A <i>To improve student achievement, a clearly defined, consistent structure and program for school-wide Reading/Language Arts instruction and assessment will be implemented.</i>	A1. Achievement for each sub-group will increase by 5% of the gap between baseline year and state target as measured by the API. The increase will be sustained or exceeded in year two of II/USP.	A1. SAT-9 data disaggregated. SAT-9 Group Report, Scholastic Literacy Place Placement Tests, District approved Literacy program assessment, 4th grade District writing rubric
B <i>To improve student achievement, mathematics instruction will target content clusters that show low mastery, science instruction will be correlated with District standards.</i>	B1. Achievement for each subgroup will increase by 5% of the gap between baseline year and state target as measured by the API. The increase will be sustained or exceeded in year two of II/USP. B2. 75% of all 5th graders will score a passing grade on the 5th grade science test.	B1. SAT-9 data disaggregated. SAT-9 Group Report B2. Districtwide 5th grade Science Performance-Based Assessment
C <i>To promote parent and community involvement which directly benefits student achievement and to maintain a healthy school climate.</i>	C1. Staff planning, problem solving, and decision making performance will increase by one stage from the baseline position. Key team health elements (i.e., trust and cooperation, peer accountability, professionalism, shared decision-making) will increase by one stage (on a 5-stage scale). C2. a. Incident reports of student fighting will decrease by 20%. b. Suspension rate and afterschool detention rate will decrease by 20%. C3. 75% of parents will attend one or more scheduled parent events.	C1. Pre- and post-assessments developed by the team-building facilitator C2. a. Incident reports b. Suspension forms and afterschool detention sign-in sheets C3. Parent sign-in sheets, PTA records and classroom logs.
D <i>To sustain priorities in the Site/Action Plan for Year Two of II/USP.</i>		

Cleveland Elementary School
Activities for Priority/Objective A 1

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All

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**A1. Achievement for each sub-group will increase by 5% of the gap between baseline year and state target as measured by the API.
 The increase will be sustained or exceeded in year two of II/USP.**

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 1 1	Teachers and staff will review and implement the district's Core Curriculum Content and Performance Standards for mathematics. African-American, Latino, and ELL learners' access to the Core Curriculum will be the primary focus for the professional development of teachers new to SFUSD.	<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	Improved Math instruction and teaching practices will lead to an increase in scores by at least 5% increase of the gap between baseline year and state target in Math on the SAT-9. This increase will be sustained or exceeded in the second year of implementation	<input checked="" 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	Principal, All faculty and staff, C & I Comm.
A 2 1	The Curriculum and Instruction Committee, working with the Science Leadership Team, classroom teachers, and the Site Administrator will purchase additional Science materials, including software to support the teaching of the scientific method and all Science that is aligned with SFUSD Standards.	<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	Increased student opportunity to practice the Scientific Method. Increased faculty and parent/community collaboration.	<input checked="" 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	Principal, Curr. & Instr. Com. and Science Leadership Team.
A 2 2	A Science leadership team, made up of classroom teachers, staff, and at least one parent will be established on site to review SFUSD Science Standards, analyze and discuss student work, and discuss teaching and learning practices of inquiry based science.	<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	Improved Science instruction and teaching practices. Increased teacher to teacher communication regarding the teaching of Science.	<input checked="" 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	Principal, Science Leadership Team and Curr. & Instr. Com.
A 1 2	Title I and SBCP funded Instructional Aides will tutor, support teachers and provide one to one primary language support to students throughout the instructional day.	<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	Increase student mathematics scores to at least 5% percent of the gap between the state target and the baseline year on the SAT-9. This increase will be sustained or exceed in the second year of implementation.	<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	Principal, Classroom teachers

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=IIUSP 7 = Other

Cleveland Elementary School
Activities for Priority/Objective A 1

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All

To improve student achievement, a clearly defined, consistent structure and program for school-wide Reading/Language Arts instruction and assessment will be implemented.

**A1. Achievement for each sub-group will increase by 5% of the gap between baseline year and state target as measured by the API.
 The increase will be sustained or exceeded in year two of II/USP.**

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 1 3	The Curriculum and Instruction Committee, working with classroom teachers and the Site Administrator, will purchase additional Math materials, including software to support the teaching of Mathematics that are aligned with district standards.	<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	Improved Math instruction and teaching practices will lead to an increase in scores by at least 5% of the gap between the state target and the baseline year in Math on the SAT-9. This increase will be sustained or exceeded in the second year of implementation.	<input checked="" 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	Principal, Curriculum & Instruction Com.
A 2 3	Teachers and staff will review and implement the district's Core Curriculum Content and Performance Standards for Science. African-American, Latino, and ELL learners access to the Core Curriculum will be a primary focus for newly hired Cleveland SFUSD teachers as they participate in professional development.	<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	Improved Science instruction and teaching practices. Increased teacher to teacher communication regarding the teaching of science.	<input checked="" 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	Principal, Science Leadership Team, Curr. & Instr. com.
A 2 4	A school-wide Science Day will be held to celebrate the teaching and learning of Science at Cleveland. This school-wide simultaneous teaching and learning event will last ninety minutes and will take place in the afternoon. Together, the Principal and members of the Parent/Family Community will visit all the classrooms. During the following week, teachers in grade level circuit meetings will review and discuss their Science Day lessons and student work samples.	<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	Improved coordination of Science teaching and learning. Increased supervision and improvement of Science teaching and learning. Increased teacher to teacher communication regarding the teaching of science.	<input checked="" 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	Principal, Science Leadership Team and Curr. & Instr. com.
A 1 4	Students working in the Computer Lab and on computers in their own classrooms will be able to access Math software programs that will support and enhance their learning. African American, Latino and ELL students' access to the Math curriculum will be a primary focus through the efforts of the Technology Specialist and classroom teachers.	<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	Improved Math instruction and teaching practices will lead to an increase in the score by 5% of the gap between the state target and the baseline year on the SAT-9 in Mathematics. This increase will be sustained or exceeded in the second year of implementation	<input checked="" 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	Principal, Tech. Resource Teacher, Tech. Comm. and Curri. & Inst. Comm.

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Cleveland Elementary School
Activities for Priority/Objective A 1

481
 All

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Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 1 5	The Parental Involvement Committee in collaboration with classroom teachers, and support staff, shall develop a core group of tutors from the parents and families of Cleveland's students. The tutors shall focus their efforts on assisting the students identified by the SAT-9 scores as performing in the bottom quintile in Math skills.	<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	Increased parent/family involvement will lead to an increase in scores by at least 5% of the gap between the state target and the baseline year in Math on the SAT-9. This increase will be sustained or exceeded in the second year of implementation.	<input checked="" 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	Principal, Parent Involvement Com. and Classroom Teachers.
A 2 5	A Science Fair planned for Spring 2001 will exhibit and evidence student science achievement. The Science Leadership Team, faculty, and site administrator will plan with parents and community members to ensure the success of the Science Fair. Students will exhibit their scientific learning and research in classroom exhibits. The PTA will be invited to contribute both financially and with their labor. Built in to the Science Fair will be scheduled time for students with their classes to visit the exhibiting classrooms.	<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	Increased student practice of the Scientific Method. Increased faculty and parent/community collaboration. On a school-wide basis, increased student opportunity to observe other students' scientific work.	<input checked="" 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	Principal, Science Leadership Team and Curr. & Instr. Com.
A 2 6	Teachers, working within the C&I committee will continually review critical issues pertaining to the improvement of Mathematics and Science Instruction.	<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	Improved Math instruction and teaching practices will lead to an increase in scores by at least the 5% percent of the gap between the state target and the baseline year in Math on the SAT-9. This increase will be sustained or exceeded in the second year of implementation.	<input checked="" 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	Principal, Classroom teachers, Curr. & Instr. Comm.

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Cleveland Elementary School
Activities for Priority/Objective A 1

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All

To improve student achievement, a clearly defined, consistent structure and program for school-wide Reading/Language Arts instruction and assessment will be implemented.

**A1. Achievement for each sub-group will increase by 5% of the gap between baseline year and state target as measured by the API.
 The increase will be sustained or exceeded in year two of II/USP.**

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
A 1 6	Cleveland's teachers and administrator will participate in the SFUSD's Urban Systemic Program for Science, Mathematics, and Technology reform.	<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	Improved teacher training in math and science will lead to an increase in scores by at least 5% of the gap between the state target and the baseline year in Math on the SAT-9. This increase will be sustained or exceeded in the second year of implementation.	<input checked="" 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	Principal, Literacy Coordinator and Tech Specialist.
A 1 7	Within grade level and circuit meetings, teachers and staff will address and discuss gender as it relates to the learning and teaching of Mathematics. Teachers, along with the Site Administrator will develop instructional and classroom management strategies to increase gender equity. This is in accordance with the PQR School Improvement Plan.	<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 instructional and classroom management strategies will lead to an increase in scores by at least 5% of the gap between the state target and the baseline year in Math on the SAT-9 among female students. This increase will be sustained or exceeded in the second year of implementation.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, The Curr. & Instr. Com.

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Cleveland Elementary School
Activities for Priority/Objective B 1

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All

To improve student achievement, mathematics instruction will target content clusters that show low mastery, science instruction will be correlated with District standards.

**B1. Achievement for each subgroup will increase by 5% of the gap between baseline year and state target as measured by the API.
 The increase will be sustained or exceeded in year two of II/USP.**

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 1 1	<p>a. With the assistance of the District's Curriculum Improvement and Professional Development (CIPD) and Research and Evaluation Division, the Literacy Specialist, a team of Cleveland staff will review and revise the Cleveland Literacy Program. The Cleveland Literacy Program document will be comprehensive and include challenging reading content, alignment of the school, District and state assessments and standards with the reading curriculum, and a design plan to monitor the reading curriculum's effectiveness and its impact on student achievement.</p> <p>b. The Literacy Specialist and a team of Cleveland staff will develop a District approved Cleveland Literacy Program Assessment Plan, to be implemented quarterly, emphasizing regrouping, grade level articulation, staffing needs for student assessment and a computerized system for tracking school-wide data.</p> <p>c. Staff development needs for implementing the assessment plan will be identified and will be built into the staff development calendar for the 2000-2001 school year (Spring 2000). The District approved Literacy Program Assessment Plan will be fully implemented.</p> <p>d. With the assistance of CIPD and the Bilingual Education Language Academy, a group of selected staff will develop a document for school-wide use that includes and describes the following: curriculum to be used; the breakdown of activities during each 90 minute period; assessment (including schedule); transition criteria; plan for remediation; and resources for assisting new teachers. (Spring 2000).</p> <p>e. In preparation for the 2000-2001 school year, all staff will receive professional development in the Cleveland Literacy Program with emphasis on the elements of the document which are described in above (August 2000).</p> <p>f. Literacy Specialist will oversee the Literacy Program and monitor and track assessment data and student placement. The Literacy Coordinator will teach a reading group of bottom quintile 4th/5th grade students.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	<p>a. 2000-2001 SAT/9 scores for Reading will increase by five percent of the gap between the baseline year and the state target for all subgroups. This increase will be sustained or exceeded in the second year of implementation.</p> <p>b. Student scores on first quarterly site-based reading assessment will increase by ten percent over Spring 2000 levels.</p>	<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	Principal, Literacy Coordinator, Selected Staff, CIPD, Research and Evaluation

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Cleveland Elementary School
Activities for Priority/Objective B 1

To improve student achievement, mathematics instruction will target content clusters that show low mastery, science instruction will be correlated with District standards.

**B1. Achievement for each subgroup will increase by 5% of the gap between baseline year and state target as measured by the API.
 The increase will be sustained or exceeded in year two of II/USP.**

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 1 2	Professional Development: In preparation for the 2000-2001 school year implementation, all staff will receive professional development in the usage of Scholastic Literacy Place/Solares curricular materials. The professional development will emphasize higher level thinking skills and the sequence of skills taught (August 2000).	<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	SAT/9 scores Reading will increase by at least five percent of the gap between baseline year and state target for all subgroups. This increase will be sustained or exceeded in the second year of implementation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Coordinator, Development Team
B 1 3	a. Two Literacy Coaches will be selected (primary and intermediate teacher leaders) to provide assistance in planning and management during the literacy block. b. Professional Development: Staff will receive professional development in using learning centers within the literacy program (September 2000). c. Follow up in-class visits, coaching, and feedback in literacy block planning and management will be provided by Literacy Coaches (1 day each in November 2000 and January and March 2001).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Student achievement in reading will be evidenced by a ten percent increase on the first quarterly site-based Reading assessment as compared with Spring 2000, due to improved classroom management and opportunities for small group instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Coordinator, CIPD, Learning Center Coaches
B 1 4	a. An inventory and needs assessment of all leveled reading books and other required Literacy Program materials, including software, will be conducted. All teachers will organize leveled books (Spring 2000). b. Based on the needs assessment, books, materials and software will be purchased for the Literacy Program (English and Spanish materials), including high interest/low reading level materials and reading software to support students in the bottom quintiles in reading (Summer 2000). c. A database inventory and check in/out system will be developed and used for Literacy Program materials by Fall 2000.	<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	Literacy Program materials will support student achievement in reading as evidenced by an increase of ten percent on the first quarterly site-based Reading assessment, as compared with Spring 2000.	<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	Principal, Literacy Coordinator, All Staff (inventory, organizing and needs assessment)
B 1 5	Staff will evaluate the Literacy Program implementation for the 2000-2001 school year and plan for the 2001-2002 school year in grade level teams. A plan for staff development needs (including new hires) will be addressed (One planning day per grade level team, Spring 2001).	<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	Program implementation will be assessed by the staff using a checklist of program components and strategies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Coordinator, All Staff

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Cleveland Elementary School
Activities for Priority/Objective B 1

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To improve student achievement, mathematics instruction will target content clusters that show low mastery, science instruction will be correlated with District standards.

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Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 1 6	a. Staff has adopted a research-based writing program, Bay Area Writing Project. b. Professional Development: Staff will receive ongoing professional development in Bay Area Writing Project (six 3-hour and two 6- hour workshops to be scheduled during the 2000-2001 school year). c. Staff will implement school-wide the Bay Area Writing Project. (Fall 2000). d. Student writing products will be dispersed across subjects (i. e., math, science, social studies, and language arts) e. All classroom teachers will post monthly student writing samples.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	a. 20% of Grade 4 students will increase by one level on the District writing rubric from Spring 2000 to Spring 2001. b. Students will produce one publishable writing product in each genre as prescribed in the District Standards for their grade level.	<input checked="" 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	Principal, Literacy Coordinator, 4 Writing Coaches
B 1 7	Four teachers (representing both English Only and English Plus strands at both primary and intermediate levels) will be identified as writing coaches. Writing coaches will provide quarterly in-class coaching and modeling of writing instruction to all teachers. (Quarterly, 2000-2001 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	Lead teachers will log time spent in coaching activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal Literacy Coordinator, 4 Writing Coaches
B 1 8	Grade level teams will review student work and share lessons in writing. All student writing samples will be reviewed quarterly. A schedule for sample genres and subject areas will be agreed upon by grade level teams.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	Staff will score quarterly writing samples using District/school writing rubric. The number of students attaining a passing score on rubric will increase by ten percent.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Coordinator, CIPD, Writing coaches
B 1 9	Professional Development: All staff will receive professional development in portfolio assessment in writing (October 2000).	<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. Teachers will establish writing portfolios for all students. b. All student writing portfolios will include at least one sample per month graded with the school rubric.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Coordinator, CIPD, Writing coaches

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Activities for Priority/Objective B 1

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Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 1 10	Professional Development: All staff will receive professional development in Specially Designed Academic Instruction in English (SDAIE) strategies, with an emphasis on using the district-adopted program for English Language Development, Into English.	<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	All teachers will be able to demonstrate/share a successful strategy/lesson at staff meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Coordinator, Bilingual Education Language Academy
B 1 11	Professional Development: All English Plus (Spanish) staff will receive two sessions of professional development in the site/district adopted model for the English Plus (Spanish) Program (September 2000 and January 2001).	<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	a. Re-designation rates of English Plus (Spanish) students will meet the District target. b. English Plus (Spanish) students' 2000-2001 SAT/9 scores for Reading will increase by five percent, as compared to 1999-2000. This increase will be sustained or exceeded in the second year of implementation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, English Plus (Spanish) Teachers, Bilingual Education Language Academy
B 1 12	Title I and SBCP funded Instructional Aides will tutor, support teachers and provide one to one primary language support to students throughout the instructional day.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Students in the bottom quintiles will achieve a 5% increase of the gap between baseline year and state target on the SAT-9 in reading as compared with the 1999-2000 school year. This increase will be sustained or exceeded in the second year of implementation.	<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	Principal, Teachers

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Funding Source 1 = District 2 = CD 3 = SBCP 4 = Title I 5 = LEP 6=IIUSP 7 = Other

Cleveland Elementary School
Activities for Priority/Objective B 1

To improve student achievement, mathematics instruction will target content clusters that show low mastery, science instruction will be correlated with District standards.

**B1. Achievement for each subgroup will increase by 5% of the gap between baseline year and state target as measured by the API.
 The increase will be sustained or exceeded in year two of II/USP.**

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
B 1 13	Teachers will use test preparation materials such as Test Ready and Scoring High from January through April 2001 and schedule practice test taking activities throughout the year.	<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	Achievement for each subgroup will increase by 5% of the gap between baseline year and state target as measured by the API. The increase will be sustained or exceeded in the second year of implementation.	<input checked="" 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	Principal, Teachers, Support staff, Curr. & Instr. Com.
B 1 14	All students will have equal access to network technology programs and Internet to increase student learning in all curricular areas.	<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	Increased student computer skills. Successful application of computer skills across the curriculum. Increased research skills. Raise student reading scores to at least a 5% increase of the gap between baseline year and state target in Reading on the SAT-9.	<input checked="" 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	Principal, Technology Resource Teacher, Curriculum & Instructional Committee,
B 1 15	The Technology Resource Teacher will continue to provide computer instruction in the lab and in the classroom using a variety of computer software in Reading/Language Arts.	<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	Increased student computer skills. Successful application of computer skills across the curriculum. Increased research skills. Raised student reading scores to at least the 5% increase of the gap between baseline year and state target in Reading on the SAT-9.	<input checked="" 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	Principal, Technology Resource Teacher
B 1 16	All recommendations from the 1999 PQR Improvement activities will be implemented. The PQR's content area of Reading/Language Arts will be actualized through the site plan's Priority A and its activities.	<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	The goals of the 1999 PQR will be reached.	<input checked="" 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	All Governance Committees, Curr. & Instr. Com, and All staff at Cleveland

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Funding Source 1 = District 2 = CD 3 = SBCP 4 = Title I 5 = LEP 6=IIUSP 7 = Other

Cleveland Elementary School
Activities for Priority/Objective C 3

481
All

To promote parent and community involvement which directly benefits student achievement and to maintain a healthy school climate.

C3. 75% of parents will attend one or more scheduled parent events.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
C 3 1	The school will continue to provide physical space for parents and community members to use for meetings, projects, and related activities.	<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	Increased parental involvement	<input checked="" 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	Principal, Parent Involvement Com.
C 1 1	Professional Development: a. All staff (classified, certificated and administration) will participate in a one day team building workshop to build more effective and efficient planning, problem solving, and decision making skills. Staff will also work on improving key team health areas. Staff will agree upon and commit to common planning, problem solving, and decision-making strategies. (August, 2000, workshop & pre-survey and May 2001, post survey) b. Staff will revisit and reassess progress in improving key elements of team health (i. e. trust, cooperation, shared decision-making and peer accountability). An external facilitator will conduct 3 after-school meetings (October 2000, February 2001 and April 2001). c. External facilitator will give feedback to the staff on key elements of team health and provide training and strategies to address improvement needs. d. With facilitator, staff will revisit the rubric after each session to determine progress towards the one-stage improvement goal.	<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 planning, problem solving, and decision making performance will increase by one stage from the baseline position as measured on a rubric developed by the facilitator. Key team health elements (i. e., trust, and cooperation, peer accountability, professionalism, shared decision-making) will increase by one stage (on a 5-stage scale) as measured by pre and post assessments.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Leadership Team, All Staff
C 2 1	The student advisor will supervise the Conflict Management and Safety Monitor programs and will serve as parent liaison.	<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	Reduction in suspension and other disciplinary actions. Enhanced student safety at school. Increased attendance.	<input type="checkbox"/> <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 7	Principal, Student Advisor
C 3 2	Cleveland Kindergarten teachers will articulate the Kindergarten program at an orientation meeting for parents of incoming kindergarten students immediately before the 2000-2001 school year. Staff will demonstrate strategies for parents to help their children improve academic skills.	<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	A minimum of 25% of parents of incoming Kindergarten students will attend.	<input checked="" 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	Principal, Kindergarten Teachers & Parent Involvement Committee

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Cleveland Elementary School
Activities for Priority/Objective C 2

481
All

To promote parent and community involvement which directly benefits student achievement and to maintain a healthy school climate.

- C2. a. Incident reports of student fighting will decrease by 20%.**
b. Suspension rate and afterschool detention rate will decrease by 20%.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
C 2 2	The faculty and staff will continue to provide a comprehensive student discipline program, which includes a Conflict Management program, with school-wide standards of behavior and consequences that will address: 1) prevention, 2) intervention, and 3) internalization of healthy attitudes and habits in relation to self and relationships with others. Implementation of these standards will support and reinforce learning in the classroom, respectful behavior on the playground and safe orderly conduct in the cafeteria.	<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	Reduction in suspension and other disciplinary actions. Enhanced student safety at school. Increased attendance.	<input checked="" 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	Principal, Student Advisor, Parent Involvement Committee and all staff.
C 1 2	All teachers will participate in the review and improvement of Cleveland's programs through monthly grade level circuit meetings and participation on one of three governance committees; Curriculum and Instruction, Parent Involvement and School Climate. A steering committee, consisting of representatives of each governance committee and the principal, will oversee all school activities. There will be ongoing coordination among the circuits, governance, steering, and the SSC, ELAC and SAC committees.	<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	Improvement of school decision-making process and team health as measured by the increase of one stage from the baseline position on team-building rubric.	<input checked="" 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	Principal and Teachers
C 1 3	The SSC, SAC and ELAC will meet regularly to plan, implement, and evaluate the school's educational programs as evidenced by meeting agendas and minutes.	<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	Increased SSC, SAC, and ELAC involvement in ongoing development of school's academic program.	<input checked="" 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	Principal, SSC, SAC and ELAC chairpersons
C 3 3	The Cleveland staff will assist the PTA in holding a membership drive to recruit active and dues-paying members. Active members are those who regularly volunteer at school or who attend PTA planning or committee meetings three or more times during the school year (Fall 2000).	<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	The membership drive will result in a corps of 20 or more active members and 100 dues-paying members.	<input checked="" 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	Principal, Staff and PTA
C 2 3	All students will benefit from the services of the family and child support team coordinated by the Mental Health Coordinator. The team will a) develop strategies and interventions for improved student performance b) involve parents in their children's education and c) participate and facilitate in crisis intervention.	<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	Enhanced student emotional/mental health, increased parental involvement, reduction of onsite crisis and increased readiness to learn.	<input checked="" 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	Principal, CARE Team

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Cleveland Elementary School
Activities for Priority/Objective C 2

481
All

To promote parent and community involvement which directly benefits student achievement and to maintain a healthy school climate.

C2. a. Incident reports of student fighting will decrease by 20%.
b. Suspension rate and afterschool detention rate will decrease by 20%.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
C 2 4	The student advisor and the Mental Health Coordinator, with the Parent Involvement Committee and CARE team, shall coordinate parent activities; including facilitating inservice and workshops, and recruiting and coordinating parent volunteers.	<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	Increased parental involvement, and better coordination of parent volunteers.	<input checked="" 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	Principal, Parent Involvement Com., Student Advisor, and Mental Health Consultant
C 3 4	Standards of discipline and behavior will be jointly implemented by faculty, staff, parents and students. All groups will also work together in deepening awareness and expanding full implementation through a Parent/Student Handbook that includes a "home-school compact" and a feedback form for soliciting input to be used in monitoring program consistency. Parents, faculty and staff will engage in ongoing dialogue concerning student behavior and safe and orderly environment through parent conferences, Back-to-School nights and other school community meetings.	<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	Reduction in suspension and other disciplinary actions. Enhanced student safety at school. Increased attendance.	<input checked="" 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	Principal, Student Advisor, Parent Involvement Committee and all staff
C 3 5	Parents and teachers will review and make additions to the Home School Compact during Parent-Teacher Conferences.	<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	Improved school home communication, and improved student behavior.	<input checked="" 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	Principal, Parent Involvement Committee
C 3 6	Staff, faculty, students, parents and community will sponsor and participate in multicultural performing and visual arts assemblies to increase understanding and appreciation all cultures within the Cleveland community. Students will design and write projects or presentations with multicultural themes to perform at assemblies. The district goal of student integration will be achieved during through these activities.	<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	Each student will participate in at least one multicultural performing and visual arts assembly during the 2000-2001 school year.	<input checked="" 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	Principal, Student Advisor and School Climate Committee
C 2 6	All students will benefit from the expanded onsite mental health services and interventions that the Southeast Child/Family Therapy Center will provide. The center will provide a mental health therapist and two therapist interns. In collaboration and coordination with three site teachers, they will provide: a) group therapy, b) one on one counseling and c) crisis intervention.	<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	Enhanced student emotional/mental health and increased readiness to learn.	<input checked="" 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	Principal, CARE Team and Mental Health Therapist, Psychology and RSP
C 2 7	The Safe Schools Team (comprised of the health advocate, Student Advisor, and two teachers), will investigate grant opportunities to assist the school in promoting safe school activities. The Safe Schools Team in conjunction with the PTA will continue to address the site's safety concerns.	<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	Student safety will be enhanced through the promotion of safe school activities.	<input checked="" 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	Principal, Safe Schools Team

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Cleveland Elementary School
Activities for Priority/Objective C 3

481
All

To promote parent and community involvement which directly benefits student achievement and to maintain a healthy school climate.

C3. 75% of parents will attend one or more scheduled parent events.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
C 3 7	a. Staff will hold two literacy fairs during the 2000-2001 school year: Family Literacy Night (January 2001) & Young Authors' Fair (May 2001). b. Staff will demonstrate/present strategies for parents to learn how to help their children improve their reading abilities. c. Families of students having academic difficulties in literacy will be targeted for participation. d. Books will be distributed to the children of all attending families.	<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	25% of the general Cleveland parent population will attend and 25% of targeted families will attend at least one Literacy Workshop.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Coordinator, Literacy and Writing Lead Teachers, All Staff
C 3 8	a. Staff will present workshops to parents, where grade level writing samples are shared, in order to help their children improve in reading and writing abilities. A total of six workshops will be given: - Two K-2 on-site: One in English and one in Spanish - One K-2 in English off-site at the Sunnydale housing project - Two 3-5 on-site: One in English & one in Spanish - One 3-5 in English off-site at the Sunnydale Housing Project. b. Families of students having academic difficulties in literacy will be targeted for participation. c. Books and materials will be distributed to the children of all attending families.	<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	A minimum of 3 parents of the targeted students per grade level will attend one of the workshops.	<input checked="" 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	Principal, Literacy Coordinator, Selected Staff
C 2 8	Students will use instructional materials and athletic equipment for physical and health education to promote health and well being. A teacher leader for P.E. and health education will be identified. Teachers will implement the district health and P.E. curriculum.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Students will meet District standards in P.E. and health education.	<input checked="" 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	Principal, Curriculum and Instruction Com., Teacher Leader
C 3 9	Parents as well as staff and students will receive earthquake preparedness training and be invited to participate on the site preparedness team.	<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	Increased parental involvement and enhanced student safety.	<input checked="" 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	Principal and Parent Involvement Com.

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Cleveland Elementary School
Activities for Priority/Objective D

481
All

To sustain priorities in the Site/Action Plan for Year Two of II/USP.

Priority/ Objective/ Activity #	Activity	Target Population	Outcomes/Benchmarks	Funding Source	Team/Person Responsible
D 1	Professional development, student achievement activities, and parent/community involvement/education will be maintained, with adjustments, if the status of achievement measures require revisions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 1 2 3 4 5 6	All 2000-2001 Expected Outcomes will be sustained or exceeded in the second year of implementation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Selected staff
D 2	Staff will receive professional development and ongoing support in mathematics.	<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	Achievement for each subgroup will increase by 5% of the gap between baseline year and state target as measured by the API.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Selected staff
D 3	Cleveland will contract with an External Research Organization to conduct an evaluation pursuant to the requirements of PSAA of 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	The external research organization will conduct an evaluation of Cleveland's II/USP Action Plan Measurable Objectives and Outcomes pursuant to the requirements of PSAA of 1999.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Selected staff

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