

DRAFT

San Francisco Unified School District

Cleveland Elementary School

School Site Plan for 2001-2002

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

Process for Data Analysis

CES conducted an extensive II/USP self review in 2000 which resulted in an Action Plan that was integrated into the School Site Plan for 2001-2002 (drafted by consultants with input from the Leadership Team, Teachers and Parents). Teachers were distributed the SAT9 and SABE test results and the Scholastic's Literacy Place/Solares placement assessments to analyze after receiving training on data analysis with the purpose of identifying individual student weaknesses to develop lessons that teach to the identified weaknesses. On the SAT 9 CES tested 227 of 246 students . Eleven Special Ed exemptions gave us a testing population of 236 students. Nine students were exempted by parent request, meaning that we tested 92% of our students which is an increase of 8%. CES 2000 API base was 574, the 2001 target is 584. For CES's Latino sub-group the 2000 API base was 532 and the target for 2001 is 541. For CES's EDY sub-group the 2000 API base was 563 and the target for 2001 is 572.

Academic/Performance

SAT9 student test scores have increased in Math from 54% to 59% and in Reading from 44% to 48% during 1999-2000 school year. This increase has not been enough to meet our API school goals.

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

Areas of Success/Progress/Achievement

The school-wide Literacy Program has been successfully implemented for the 3rd year at Cleveland providing classes in Reading Literacy (90 minutes a day, five days a week) reduced in size to below 20 students. Literacy Specialist and CTIS provide small group instruction and on-going interventions for low-achieving students. Students in 4th and 5th grade who are at least one year behind in reading are provided supplementary support in reading. African-American and Latino-American students have been recognized for their academic achievement by the community-at-large.

Areas of Concern

Data analysis of the test results and placement tests determined that Cleveland's African-American and Latino-American students are reading at levels below that of Chinese-American students. The Literacy Specialists needs to hold a Reading Specialist Credential. The process for identifying GATE students and a plan for implementing enrichment activities needs to be developed. Math as a targeted area has not received the same time and attention as the Literacy Program. Passing rate on the 4th grade writing assessment (IWA) was 33.3%. Passing rate for AA - 25%, C - 67%, and SS - 14%. There was no breakdown in terms of the number of students needed to achieve the API targets.

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

The Literacy Program is designed to group children who are reading at similar levels and address the literacy needs of the African-American and Latino-American students reading below grade level in 4th and 5th grades (in English Plus classes) and 2-5th grades in the ELD classes. This grouping also results in a better teacher-student ratio (smaller classes during the Literacy Block). The CTIS and the Literacy Specialist teach a group of 4th/5th grade students at least one year behind in reading in order to raise their performance up to grade level. The Urban Systemic Program facilitates that all students receive the required amount of instruction in Math and Science. Teachers have been trained by the Future Kids computer technology integration training program. Parent computer training classes are offered once a week in Spanish and English. Afterschool program providing tutotial and recreational services through the YMCA. Students who have been identified as low performing in reading are receiving individualized teaching with a Literacy Support Teacher.

Cleveland Elementary School

School Year: 2001/2002

Vision Statement

Cleveland Elementary 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.

Action Plan Overview
Cleveland 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.	1) By June, 2002 students will increase SAT9 and SABE Reading scores at least 5% on the API for all sub-groups and achieve 9 months of growth for 9 months of instruction using other assessments as appropriate.	Using a variety of Reading assessments demonstrating growth each each 6-8 weeks (i.e. Reading Recovery intervention strategies: running records, checklists, etc.).	By September 15, staff will revise data from previous year and create a profile for each class of students highlighting the students' needs. Outside analysis of SAT9 results will provide more refined profiles for classroom planning. End of year comparison with benchmark data. Monthly circuit meetings will review student work samples and student progress, re-grouping of Reading instruction.
	2) By June, 2002 students will increase SAT9 and SABE Mathematics scores at least 5% on the API for all sub-groups and achieve 9 months of growth for 9 months of instruction using other assessments as appropriate.	Using quarterly USP Pre & Post Mathematics assessments.	By September 15, staff will revise data from previous year and create a profile for each class of students highlighting the students' needs. Outside analysis of SAT9 results will provide more refined profiles for classroom planning. Monthly circuit meetings will review student work samples and student progress, re-grouping of Mathematics instruction.
	3) By February, 2002 50% of fourth graders will score at basic or higher proficiency level on the writing proficiency test.	Integrated Writing Assessment results.	Develop grade level rubrics and school wide writing assessments to be scored by all teachers in circuit-level meetings (November, January).

Action Plan Overview
Cleveland Elementary School

School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
<p>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.</p>	<p>1) By September, 2001 all students, including ELL and Special Education students, will be enrolled for the required number of instructional minutes for each content area .</p> <p>2) By September, 2001 all students identified scoring in the quintile 1 and quintile 2 or “at risk” by analysis of attendance, performance, and other data will receive supplementary activities and/or extended learning time.</p> <p>3) By September, 2001 all students will: a) use district-approved curriculum materials and b) receive Reading/ language arts standards-based instruction, c) be taught with strategies that access the core curriculum to all students including girls, and d) be in Literacy Blocks and teachers will re-group students at circuit level meetings to create smaller, more homogeneous reading groups and to meet students’ individual needs.</p> <p>4) By February, 2002 teachers will be evaluated using the San Francisco Teaching Standards and in compliance with the Core Curriculum and Content and Performance Standards.</p>	<p>There will be a master schedule posted that outlines the instructional day in each classroom.</p> <p>Individualized lesson plans for students identified scoring in the quintile 1 and quintile 2 or “at risk” through Student Success Team process or teacher referral for special services.</p> <p>Teacher lesson plans will refer to materials used and standards addressed. Unit tests will be supplemented with the Cleveland Reading Assessment (CRA) to place students. Student placement will be made by the homeroom teacher, the Literacy Block teacher, and the Literacy Specialist.</p> <p>Annual teacher evaluations by Principal. Teacher lesson plans.</p>	<p>Review of instructional schedule and supplementary services for individual students by principal during September and January.</p> <p>SST schedules and records of students scoring in the quintile 1 and quintile 2 or “at risk” will demonstrate monthly meetings that review and update student progress. Completed list will be compiled with coordinated efforts for student services.</p> <p>Quarterly review of long-range teacher lesson plans by the principal. The literacy program will move students up reading level groups according to their progress evident in their reading proficiency as measured by increase in API of 5% in the sub-group on the SAT9 and 9 months of growth for 9 months of instruction using an assessment.</p> <p>Teacher evaluations will meet or exceed the Teaching Standards and the lesson plans will demonstrate compliance with content and performance standards.</p>

Action Plan Overview
Cleveland 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.	1) By October, 2001 all teachers will be trained and receive at least 3 sessions on the standards-based instruction reflecting and research-based strategies.	All students will progress at least one grade level during the 2001-2002 school year. Teachers will use data from the previous year's SAT9 scores, IWA, SABE, student portfolios, and other assessments.	Teacher application of standard-based instruction reflecting best practices as evidenced in lessons plans and Principal's observation.
	2) By January, 2002 all teachers will provide at least once a week writing instruction in all content areas (math, science, social studies). All student sub-groups will show improvement in writing in the content areas.	Monthly writing assessments will be conducted in different genres and content areas. Teachers will meet in circuit levels the review students' samples (November, January). Writings will be scored with a standards-aligned rubric.	Teachers as a group will establish the Cleveland Writing Assessment (CWA) rubric in writing. The rubric will drive teacher instruction.
	3) All teachers will attend 12 hours of professional development in writing, including the use of student portfolios.	Process writing activities will be implemented in all classrooms on a daily basis, as evidenced in teachers' lesson plans and student writing on display. All students will have portfolios that will be reviewed at parent-teacher conferences.	Teacher analysis of student portfolios will be used to identify student growth throughout the year.
	4) By September, 2001 all teachers and paraprofessionals will receive staff development in the "Four Blocks" methodology of literacy instruction. All teachers will implement the "Four Blocks" practices during the school-wide literacy block.	Teachers' lesson plans will show evidence of "Four Blocks" methodology of literacy instruction during the literacy block.	Student growth will be demonstrated in student portfolios in all four areas of literacy: reading, writing, speaking, and listening (Cleveland Assessment Programs, CAP).

Action Plan Overview
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School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
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.	1) By December, 2001 and on-going, all teachers/staff will improve school-wide communications and team work by planning, problem solving, and decision making performance.	Pre and post-assessments developed by the team-building facilitator. School wide communication 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).	Spring 2002 school climate assesment will show improvement in school climate by one stage.
	2) During 2001-2002 and on-going, the school will continue to provide a safe environment for students, staff, and parents. Incident reports of student conflict will continue to decrease. Suspension rate and after school detention rate will continue to decrease.	Incident and suspension report records in January, 2002 and April, 2002 will reflect improvement.	Decrease of student infractions by 20% from previous year.
	3) During 2001-2002 and on-going, the students will continue to thrive in a school environment that promotes physical and emotional health, equality, respect for all, and safety.	School wide behavior expectations will be enforced and upheld by all staff, students and parents. Support staff will provide necessary mental and physical health support.	By December of 2001, all parents will have met with the classroom teacher to discuss the Home-School Compact. All students needing support services will receive assistance.
	4) All teachers will provide physical education instruction for the required time and in alignment with the district-adopted curriculum for the purpose of developing mind and body control and discipline.	Classroom schedules will reflect adequate P.E. instruction time. Principal observation of P.E. classes will demonstrate an increase in student control and discipline.	All students will receive appropriate physical education instruction. 65% of all fifth grade students will pass the California State Physical Fitness Test.

Action Plan Overview
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School Year: 2001/2002

Priority Area	Objectives	Measures	Major Benchmarks
V. Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at the school level.	1) During 2001-2002 school year, 75% of parents and families will attend one or more scheduled parent events. 2) During 2001-2002 school year, parents will be involved in school governance, planning, and budgetary decisions.	Parent sign-in sheets, parent organization attendance and participation, and classroom logs. Parents will actively participate in the school's governance structure by being elected to a position on one of the governance groups (SSC, SAC and ELAC) or by attending the meetings. The sign-in sheets and minutes from these meetings will demonstrate parent involvement in planning and budgetary decisions.	By Spring of 2002, 75% of all students' families will have attended one or more scheduled school events. By the Spring of 20002, 5-10 parents will have been elected and actively participated in the SSC, SAC and ELAC. Many non-elected parents (20-30) will have also attended, and provided in-put and feedback at the meetings.
	3) During 2001-2002 school year, the school will provide several parent and family workshops with an academic focus to promote educational support for students at home.	Math and Science Fair, and the Literacy Fair will focus in showing to the parents the lessons the students have learned. Increased parent attendance, log and parent feed-back surveys.	Many parents will have attended the Fairs and will be able to provide support at home.
	VI. Additional Priority: Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))	1) All students will complete the standards-based Core Curriculum for Science for the required number of instructional minutes and demonstrate progress using pre- post-assessments for selected units of study. 2) All students will complete the standards-based core curriculum for mathematics for the required number of instructional minutes and demonstrate progress using pre- & post-assessments for selected units of study.	70% will demonstrate mastery of concepts using pre- post-assessments for each unit of study in the scope and sequence.

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.

1) By June, 2002 students will increase SAT9 and SABE Reading scores at least 5% on the API for all sub-groups and achieve 9 months of growth for 9 months of instruction using other assessments as appropriate.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 1	<p>a) The Cleveland Literacy Program will be continued as a comprehensive, standards-based program, with a 90 minute Literacy Block taught each morning. Cleveland School will adopt a consistent structure for the Literacy Block period, using the "Four Blocks" methodology. The core of the Literacy Program will be Literacy Place, with supplementary materials used at the discretion of the teacher and the Literacy Specialist.</p> <p>b) All students will be placed in an appropriate leveled reading group at the circuit level. Teachers at each grade level will work with the Literacy Specialist to articulate the appropriate standards and identify the resources for addressing them.</p> <p>c) Literacy Specialist will maintain a database for monitoring all student and group progress. The Literacy Specialist will teach a full reading group of bottom quintile 4/5 grade students in order to reduce group size.</p> <p>d) A Literacy Support teacher or Reading Recovery teacher will provide oral English as a Second Language instruction in the English Plus classes using Into English with the lowest quintile 2/3 grade students.</p> <p>e) The principal and the Literacy Specialist will be responsible for the implementation of basic program structures.</p> <p>f) All staff will be trained in the elements of the Cleveland Literacy Program at the beginning of the 2001-2002 year.</p> <p>g) RSP teacher will meet with a literacy group of 4-5 students designated for RSP services in literacy.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	<p>On-going throughout the</p> <p>a. Reading comprehension scores will improve by at least 5% for all grade levels and sub-groups.</p> <p>b. Teacher input and a variety of assessments (ie: Literacy Place, running records, and diagnostic tools) will indicate need for regrouping.</p> <p>c. Teacher lesson plans will show evidence of differentiated teaching strategies.</p> <p>d. All students will show satisfactory progress in reading fluency, decoding, and comprehension.</p>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Specialist, Selected Staff, CIPD, Research and Evaluation
1, 1 2	<p>a) Staff will evaluate the Literacy Program implementation for the 2001-2002 school year and plan for the 2002-2003 school year in grade level teams.</p> <p>b) A plan for staff development needs for the 2002-2003 school year (including new hires) will be addressed (one planning day per grade level team, Spring 2002).</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	<p>On-going throughout the</p> <p>Program implementation will be assessed by the staff using a checklist of program components and strategies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Specialist, All Staff

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

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

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.

1) By June, 2002 students will increase SAT9 and SABE Reading scores at least 5% on the API for all sub-groups and achieve 9 months of growth for 9 months of instruction using other assessments as appropriate.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1 3	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 (September, 2001). 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 (Spring 2002). c) A database inventory and check in/out system will be developed and used for Literacy Program materials (Spring, 2002).	<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., Curriculum Technology Integration Specialist (CITS)
1, 1 4	Preparation for test-taking materials will be purchased (Fall 2001). All teachers will implement the practice test-taking activities according to a school-wide schedule (March, 2002).	<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	Fall, 2001/ March, 2002 Test-taking materials will be purchased by Fall 2001. Students will have developed their test-taking skills by March, 2002.	<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 and Literacy Specialist
1, 2 1	In September 2001, all teachers will develop mathematics priorities for instruction, based on data analysis from 2001 1) on SAT9 based on content standards, and 2) MPA results as a guide to student mastery of content clusters. Year long schedule for teaching a standards-based curriculum by grade levels will be developed and students performance will be monitored through-out the year at the grade level meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	December, 2001 Teachers will review students' mathematics SAT9 / MPA data from the previous year and tailor lesson plans to reflect greatest areas of need	<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	All Teachers
1, 2 2	Teachers will develop weekly lesson plans based on SAT9 identified instructional content cluster's areas of improvement. The lessons duration will be 60 minutes of daily mathematics instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	December 2001 Teachers will review students' mathematics SAT9 data from the previous year and tailor lesson plans to reflect greatest areas of need.	<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	All teachers

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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.

2) By June, 2002 students will increase SAT9 and SABE Mathematics scores at least 5% on the API for all sub-groups and achieve 9 months of growth for 9 months of instruction using other assessments as appropriate.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 2 3	Classroom paraprofessionals will support quintile 1 and 2 students in mathematics to ensure access to the core curriculum. Teachers will direct paraprofessional instructional support.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	On-going Teachers will guide paraprofessionals to provide reinforcement in mathematical concepts taught by the teacher.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Principal and Paraprofessionals
1, 3 1	The school-wide Integrated Writing Assessment will be done during grade circuit meetings and it will consist of scoring students' writing samples using a writing rubric appropriate for each grade level developed by teachers (i.e. Authentic Literacy Assessment Systems, ALAS).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	October 2001 and The assessment will be done a minimum of two times during the school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Literacy Specialist and Classroom Teachers.
1, 3 2	Teachers will implement the "Four Blocks" methodology and implement lessons recommended by the Bay Area Writing Project (BAWP) during their Staff Development workshops in the 2000-2001 school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	March, 2002 4th graders will progress one stage of the writing rubric	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input 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.

1) By September, 2001 all students, including ELL and Special Education students, will be enrolled for the required number of instructional minutes for each content area .

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 1	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"/>	On-going through-out the 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"/>	Principal, Curriculum Technology Integration Specialist (CITS), Curriculum & Instructional Committee.
2, 1 2	The Curriculum Technology Integration Specialist (CITS) will develop a year-long calendar for instruction in the computer lab, including instruction in the following programs: Accelerated Reader, Publisher, Powerpoint, and Kidpix. Teachers will collaborate with the CITS to integrate technology standards with classroom curricula.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	October 1, 2001 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 checked="" type="checkbox"/> <input type="checkbox"/>	Principal, Curriculum Technology Integration Specialist (CITS), 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.

1) By September, 2001 all students, including ELL and Special Education students, will be enrolled for the required number of instructional minutes for each content area .

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 3	Title I and SBCP funded Instructional Aides will tutor, support teachers and provide one to one primary language support in Cantonese and Spanish 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 2000-2001 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, All Teachers, Paraprofessionals
2, 1 4	Teachers and staff will review and implement the district's Core Curriculum Content and Performance Standards for Science to ensure that all students receive the required minutes of 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 Increased student opportunity to demonstrate inquiry skills and science knowledge. 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.
2, 1 5	The Curriculum and Instruction Committee, working with 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 demonstrate inquiry skills and science knowledge. Increased faculty and parent/community communication regarding scientific instruction.	<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.

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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.

1) By September, 2001 all students, including ELL and Special Education students, will be enrolled for the required number of instructional minutes for each content area .

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1 6	Teachers and staff will review and implement the district's Core Curriculum Content and Performance Standards for Mathematics to ensure that all students receive the required minutes of science instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	On-going Increased student opportunity to demonstrate inquiry skills and science knowledge. Improved Science instruction and teaching practices. Increased teacher to teacher communication regarding the teaching of science.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Principal, Curr. & Instr. Com. and Leadership Team, All Teachers
2, 2 1	All identified special education students, as defined in their IEP, will receive developmentally appropriate access to the core curriculum through modified lessons as needed, and a wide range of supplementary materials with support of the RSP, Special Education teacher, and/or paraprofessionals.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Lesson plans showing modified instruction for identified students. Student work samples reviewed against IEP.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sp. Ed. Teacher, RSP, Paraprofessionals
2, 2 2	Student Success team and support services staff will coordinate support services for identified students through teacher referrals and the SST process. SST meetings with parents/care-givers are scheduled regularly (two per week) in addition SST Staff meet to review and prioritize referrals.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	On-going Identified students will receive support services as agreed upon by parents/care-givers and SST Staff. Up-to-date documentation of SST meetings will be kept on file.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	SST Staff, Paraprofessionals

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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.

3) By September, 2001 all students will: a) use district-approved curriculum materials and b) receive Reading/ language arts standards-based instruction, c) be taught with strategies that access the core curriculum to all students including girls, and d) be in Literacy Blocks and teachers will re-group students at circuit level meetings to create smaller, more homogeneous reading groups and to meet students' individual needs.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 3 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.
2, 3 2	In circuit level meetings, teachers will write open-ended mathematics assessments for each grade level and develop rubrics for the assessments.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Quarterly File of mathematics assessment compiled and maintained	<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 All Teachers, Curr. & Instr. Com.
2, 3 3	All students will be assessed in Mathematics on a quarterly basis (September, November, February, April) using the open-ended questions prepared for each grade level.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Quarterly Mathematics assessments in student portfolio.	<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 All Teachers
2, 3 4	All teachers will participate in circuit level meetings to review and recommend the purchase of supplemental instructional materials in mathematics that are appropriate for under-performing students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	The Curriculum Committee will be responsible for the timely order and purchasing of supplemental mathematics materials.	<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, 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.

3) By September, 2001 all students will: a) use district-approved curriculum materials and b) receive Reading/ language arts standards-based instruction, c) be taught with strategies that access the core curriculum to all students including girls, and d) be in Literacy Blocks and teachers will re-group students at circuit level meetings to create smaller, more homogeneous reading groups and to meet students' individual needs.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 3 5	During circuit level meetings, teachers will identify and plan for PD training. During the school year the teachers will implement at least 3-4 instructional strategies that address issues of gender equity in Math and Science including Complex Instruction cooperative methodology with interdisciplinary lesson, in accordance with the PQR School Improvement Plan. In subsequent meetings, teachers will share and review the implementation of the strategies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May, 2002 Increase in Mathematics scores for girls. Teachers and paraprofessionals trained in instructional strategies that address issues of gender equity(i.e. cooperative learning).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Curr. Instruction Committee, All Teachers and Paraprofessionals
2, 3 6	Students working in the Computer Lab 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 CTIS and the classroom teachers.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Spring, 2002 Computerized Math activities will be completed in the Computer Lab.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, CTIS, All Teachers Aldarondo, Antonio T
2, 3 7	Cleveland School will continue to implement a monthly, school-wide writing prompt. Prompts will vary by content area and genre throughout the year. Student samples will be displayed in the classrooms, and selected samples will be on display in the hallways.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Classrooms and hallway displays and student portfolios in writing.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teachers and Curr. & Instr. Com.
2, 3 8	Teachers will establish writing portfolios for all students that will include process writing pieces and finished products.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2, 3 9	GATE students will be provided with challenging and appropriate opportunities that extend and enhance the core curriculum. Additional materials will be purchased to build students' capacity to apply and extend learning of skills and concepts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Lesson plans showing differentiated instruction. Materials purchased.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	GATE Coordinator, teachers
2, 4 1	Principal will evaluate teachers scheduled for evaluations during the 2001-2002 school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Spring 2002 All teachers being evaluated will have a pre-evaluation and post-evaluation meeting with the Site Administrator, as per the UESF and SFUSD contract.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal

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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.

4) By February, 2002 teachers will be evaluated using the San Francisco Teaching Standards and in compliance with the Core Curriculum and Content and Performance Standards.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 4 2	Lesson plans from teacher evaluations will be reviewed by the Principal to ensure alignment with teaching standards and content and performance standards.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Lesson plans will meet or exceed both sets of standards.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal

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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.

1) By October, 2001 all teachers will be trained and receive at least 3 sessions on the standards-based instruction reflecting and research-based strategies.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1 1	MST teacher leaders will facilitate grade level faculty meetings and Professional Development sessions for all teachers to plan and implement a year-long Mathematics/Science curricula for each grade level program.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	October 2001 Teachers will analyze multiple student performance data including SAT9, MPA and other appropriate site data to: 1) identify specific content clusters, by grade, that are areas of need, particularly for students performing in the 1st and 2nd quintile, 2) identify quintile 1, quintile 2 and other low achieving students to form year long lesson planning, specially in targeted groups (AA, L, ELL).	<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	All Teachers and USP Leaders
3, 1 2	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, 2001-2002 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	September, 2001 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 checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal Literacy Coordinator, 4 Writing Coaches
3, 1 3	The Curriculum and Instruction Committee will continually review critical issues pertaining to the improvement of Mathematics and Science instruction.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	On-going Committee will make recommendations at Staff meeting.	<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	Curr. & Instr. Com., MST
3, 1 4	Professional Development: All teachers without CLAD credentials will attend professional development in Specially Designed Academic Instruction in English (SDAIE) strategies.	<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	On-going Teacher lesson plans will reflect SDAIE strategies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Coordinator, Bilingual Education Language Academy

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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.

2) By January, 2002 all teachers will provide at least once a week writing instruction in all content areas (math, science, social studies). All student sub-groups will show improvement in writing in the content areas.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 2 1	Staff will receive professional development and on-going support in mathematics, science, and technology, focusing on the integration of these content areas with language arts.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	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 checked="" type="checkbox"/> <input type="checkbox"/>	Principal, Selected staff
3, 2 2	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"/>	Quarterly Staff will score 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 checked="" type="checkbox"/> <input type="checkbox"/>	Principal, Literacy Coordinator, CIPD, Writing coaches
3, 3 1	a) Staff has adopted a research-based writing program, BAWP. b) Professional Development: Staff will receive on-going professional development in the "Four Blocks" methodology.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	a) 20% of grade 4th student swill increase by one level on the district writing rubric from Spring 2001 - Spring 2002, b) student swill produce one publishable writing product in each genre as prescribed in the District Standards for their grade level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal, Literacy Specialist, All Teachers

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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.

3) All teachers will attend 12 hours of professional development in writing, including the use of student portfolios.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 3 2	Professional Development: All staff will receive professional development in portfolio assessment in writing (October 2001).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Principal, Literacy Coordinator, CIPD, Writing coaches
		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.	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.

1) By December, 2001 and on-going, all teachers/staff will improve school-wide communications and team work by planning, problem solving, and decision making performance.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1 1	At the beginning of the year all staff will score the school's climate during 2000-01 (on a 5 stage scale). The school climate assessment will be administered again in the Spring of 2002.	<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 The school's climate will increase by at least one stage during 2001-02.	<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 and all staff
4, 1 2	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 type="checkbox"/> 1 2 3 4 5 6	The external research organization will conduct an evaluation of Cleveland's II/USP Action Plan Measureable 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, Leadership Team of Teachers
4, 1 3	All teachers will participate in the review and improvement of school programs through monthly grade level circuit meetings and participation in one of four school governance committees: English Language Learning, Healthy School Climate, Curriculum: Language Arts, and Curriculum: Math, Science, and Technology. There will be an overseeing leadership committee composed of the Principal and the committee chairs that will help direct and coordinate the committees.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	December, 2001 Teacher attendance and participation in the SSC, SAC, ELAC 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, All Teachers
4, 1 4	Support staff on-site will include a School District Nurse (2 days a week) and a Learning Support Consultant (1.5 days a week).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	On-going Students will be serviced by school nurse. The teachers and principal will consult with Learning Support Consultant.	<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	Nurse, Learning Support Consultant

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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.

2) During 2001-2002 and on-going, the school will continue to provide a safe environment for students, staff, and parents. Incident reports of student conflict will continue to decrease. Suspension rate and after school detention rate will continue to decrease.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 2 1	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. A social skills training program, such as "Stop and Think" will be implemented school-wide and integrated into the classroom 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	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.
4, 2 2	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
4, 3 1	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 parents and the SSC 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
4, 3 2	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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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.

3) During 2001-2002 and on-going, the students will continue to thrive in a school environment that promotes physical and emotional health, equality, respect for all, and safety.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 3 3	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"/>	Principal, Student Advisor and School Climate Committee
4, 3 4	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"/>	Principal, Parent Involvement Committee
4, 3 5	Nurse will assist teachers in the teaching of District adopted Health curriculum	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1 2 3 4 5 6 On-going Students will receive Health education at their grade level	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	All Teachers and Nurse
4, 4 1	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"/>	Principal, Curriculum and Instruction Com., Teacher Leader
4, 4 2	All students will benefit from the expanded on-site 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"/>	Principal, CARE Team and Mental Health Therapist, Psychology and RSP

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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.

1) During 2001-2002 school year, 75% of parents and families will attend one or more scheduled parent events.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1 1	All students will benefit from the services of the family and child support team coordinated by the Mental Health Coordinator, as outlined in the Healthy Schools Grant. The Crisis Response 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 family crisis intervention.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Spring 2002 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"/>	Principal, CARE Team
5, 1 2	A Family Math and Science Night will be planned for the Fall of 2001 (October).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Curriculum: M,S,T Committee
5, 1 3	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.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5, 2 1	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 type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5, 2 2	A parent and teacher association will be established.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5, 3 1	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"/>	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"/>	Principal, Kindergarten Teachers & Parent Involvement Committee

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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.

3) During 2001-2002 school year, the school will provide several parent and family workshops with an academic focus to promote educational support for students at home.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 3 2	a. Staff will hold two literacy fairs during the 2001-2002 school year: Family Literacy Night (January 2002) & Young Authors' Fair (May 2002). 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 checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Principal, Literacy Coordinator, Literacy and Writing Lead Teachers, All Staff
5, 3 3	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 Sunnysdale housing project - Two 3-5 on-site: One in English & one in Spanish - One 3-5 in English off-site at the Sunnysdale 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

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

1) All students will complete the standards-based Core Curriculum for Science for the required number of instructional minutes and demonstrate progress using pre-post-assessments for selected units of study.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
6, 1 1	Ensuring that all teachers have access to district adopted Science instructional units. Locate all grade level Science units. Inventory and refurbish all grade level units.	<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	Posted locator for all instructional units. Completed reorder forms for all instructional units. One buy-back day before the first week of school.	<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 staff
6, 1 2	Planning for Instruction - Grade level teachers will use USP developed pre- and post on-going assessment to demonstrate achievement of standards. Grade level teacher will design instruction to include inquiry based learning experiences and adapted lessons that address diverse student learning needs.	<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	By the last week in Year long grade level Science schedules based on selected units aligned to standards. Pre- and post tests. 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	Principal, Classroom teachers
6, 1 ?	Program Implementation and Monitoring - All teachers will teach at least one designated unit aligned to standards each semester. Teachers will meet regularly by grade level to examine student work and evaluate progress towards the Science standards from the selected units of study. Adjust instructional units based on results of assessments/reflection.	<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 month through A schedule of grade level meetings. Samples of student work. Effective strategies to reach targeted students. Additional instructional materials to be used with targeted students.	<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.
6, 1 4	Professional Development - Teachers will complete sixty hours of professional development during the year by participating in: One district-wide buy back day. Monthly grade level meetings to examine student work. Science content courses offered by SFUSD and / partner institutions. District, State and National 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	Each month through Agenda and sign-in sheets for buy back days. Agendas and sign-in sheets for scheduled monthly grade level meetings. Documentation of courses/workshops. Documentation of conferences attended.	<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	Ste Staff, USP Instructional Specialist.

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

1) All students will complete the standards-based Core Curriculum for Science for the required number of instructional minutes and demonstrate progress using pre-post-assessments for selected units of study.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
6, 1 5	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 USP Instructional Specialist
6, 1 6	Evaluation - Leadership Team will meet monthly. Teachers will meet regularly in grade level groups to evaluate student progress towards grade level content and inquiry standards. Teachers will meet regularly to review and revise overall instructional program.	<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	May, 2002 List of low performing students based on school data. Additional strategies to improve performance of low performing students.	<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, Leadership Team, classroom teachers and USP Instructional Specialist.
6, 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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VI. Additional Priority: Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))

2) All students will complete the standards-based core curriculum for mathematics for the required number of instructional minutes and demonstrate progress using pre- & post-assessments for selected units of study.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
6, 2 1	Data Collection & Analysis - Teachers will analyze multiple student performance data included STA9, MPA and other appropriate site data to: 1) identify specific content clusters, by grade, that are areas of need, particularly for students performing in the 1st and 2nd quintile. Identify quintile 1, quintile 2 and other low achieving students to inform year long lesson planning, especially in targeted groups (AA, L, ELL).	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	First month of school. List of identified content clusters by grade. List of students in the first two quintiles and specific areas of need. Identify other low performing students based on other school data (MPA, performance assessment, SABE, etc.).	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Principal and classroom teachers
6, 2 2	Planning for Instruction - 1) Grade level teachers will develop a year-long timeline for standards-based mathematics curriculum, 2) As a site, teachers select two (2) content focus areas, based on student need, and develop K-5 units of study aligned with the standards that incorporates problem solving, conceptual development and skills practice, and incorporates technology, 3) Grade level teachers will select pre & post and on-going assesments to domonstrate achievement for selected standards based units of study, 4) Teachers will coordinate resources to be used in teaching content and assure that each class has a full set of instructional materials, and, 5) Identify strategies to be included in lesson plans that provide opportunities for success for targeted populations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	1st unit of study by Calendar of yeqar-long standardsa based curriculum units. Outline of 2 units of study including standards to be addressed, curriculum resources to be used, and instructional strategies. Examples of pre & post assessments and on-going assessment strategies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Principal, classroom teachers, USP instructional specialists, and Technology CTL.

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

2) All students will complete the standards-based core curriculum for mathematics for the required number of instructional minutes and demonstrate progress using pre- & post-assessments for selected units of study.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
6, 2 3	Program Implementation and Monitoring - 1) Each grade level will meet 3 times a year during release time to develop and reflect on focused units, instructional strategies, and assessments, 2) Teachers will teach the two selected units, including assessments, and meet regularly by grade level to look at student work. Student progress will be monitored with an emphasis on students identified in Strategic Activity #1, 3) Teachers will use identified strategies to support targeted students, reflect on the effectiveness in improving student performance, and modify as needed.	<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	On-going Schedule of regular grade level meetings. Collections of student work from the two content focus areas, including work of selected students.	<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, USP IS and CTI
6, 2 4	Professional Development - 1) Teachers will complete 60 hours of PD during the year by participating: a) site grade level and faculty meetings, b) other mathematics in-service offered by the district or parnters, c) local conferences, such us CMC Asilomar mathematics conference, d) mathematics courses offered through SFSU, and e) 3 State buy back days.	<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	By June, 2002 Sign-in sheets, teachers' professional development plans.	<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, CTI, and other workshop leaders.
6, 2 5	Evaluation - Teachers will meet for 2 days at the end of the year to evaluate student achievement toward grade level standards and make modifications to the standards-based syllabi for the next 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	May/June Modifications to the standards-based syllabi.	<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, USP IS, Teachers.

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