

DRAFT

San Francisco Unified School District

Cesar Chavez Elementary School

School Site Plan for 2001-2002

Table of Contents

1. School Description (see SARC)
2. Analysis of Current Conditions
3. School Vision Statement
4. School Site Priorities
5. School Activities
6. Educational Programs

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

Process for Data Analysis

The Cesar Chavez School staff analyze data on an ongoing basis. In August staff studied SAT/9, SABE/2, IWA, MPA, Brigance, ABC and ALAS writing scores to help guide instruction for the school year. Release days in November and April further allowed staff to analyze data and to plan grade level instruction on a monthly basis.

Academic/Performance

During the 1999-2000 school year, students made a total of 56 API points gain on the SAT/9. The growth target for the year was 16. There was an increase in all ethnic groups and EDY in grades 2,3,4,5. Similarly, students in the Spanish Bilingual classes made significant academic gains on the SABE/2 in grades 2,3,4,5.

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

Areas of Success/Progress/Achievement

Students have made achievement gains in reading and math as measured by SAT/9, SABE/2, IWA and MPA. Students Latino made the highest gains of all ethnic groups on the SAT/9. Students in grade 3 made the highest gains on the SAT/9 in total reading and total math.

Areas of Concern

Areas of concern are in reading comprehension, writing and math problem-solving. The achievement gap between our African American, Latino and EL students remains. Reading comprehension and writing scores fall below the district and state average.

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

Current Programs

Current programs include Afterschool Extended Learning opportunities for students in grades K-5, participation in the Urban Systemic Program (USP), Technology Program, Library/Literacy Program, Garden/Literacy Education, Literacy Specialist, Literacy Paraprofessionals, Family Literacy Program, IRISE, and Pre Kindergarten Program.

Cesar Chavez Elementary School

School Year: 2001/2002

Vision Statement

Cesar Chavez is a community of life-long learners. We incorporate and integrate academic skills, knowledge of subjects, leadership development and appreciation of our rich diversity. We are committed to the spirit, philosophy and actions of Cesar Chavez. We empower our students as independent learners and critical thinkers to enable each youngster to reach full potential as leaders and scholars in our school and our communities.

Action Plan Overview
Cesar Chavez 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.	Cesar Chavez School will achieve its API targets for all significant sub groups.	SAT/9	By September 15, staff reviews data from previous year and creates a class profile for student needs in content areas.
	20% of students at the below average proficiency level of reading comprehension will move to the above average level and 15% from average to above average.	SAT/9, SABE/2	Monthly grade level meetings to review student work samples of reading responses and math problem solving using high, medium and low performing student work.
	75% of students will score at or above the district average on the MPA	MPA	teachers will provide math performance assessments each quarter to assess student progress in math reasoning and problem-solving.
	43% of students will score at basic level on the writing proficiency test.	IWA, SAT/9 Writing test	school-wide writing samples and scoring by all teachers to monitor student writing (November and February)
II. Academic Achievement: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts, mathematics, science, social studies) visual and performing arts, health and physical education, world languages, and school-to-career and technical programs where appropriate.	all students will receive the required number of instructional minutes in the core curriculum areas including ELD .	weekly schedules, teacher lesson plans	monthly review of teacher long range lesson planning
	all students identified as "at-risk" by analysis of data, performance and attendance will receive support activities and/or extended learning time.	SST logs, after school enrollment data and attendance, master schedule	
	all students will use adopted instructional materials.	teacher lesson plans, check out and inventory of materials.	inventory sheets

Action Plan Overview
Cesar Chavez 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.	All teachers will attend at least 60 hours of professional development devoted to reading, writing, math, science and technology.	Individual professional growth plans, staff development agendas and calendars.	Teacher professional growth plans
	All teachers will implement practices promoted by USP (Urban Systemic Program) to improve student achievement in math science and technology.	MPA and SAT/9 total math in grades 2,3,4,5.	Teacher lesson plans and professional growth plans. SAT/9 and MPA scores will show gains toward meeting district and State averages.
	All teachers will participate in ALAS writing activities and will be provided release days to assess and improve student writing.	ALAS writing assessments and IWA assessment.	Quarterly review of student writing.
	Literacy Specialist and Literacy Paraprofessionals will work with targeted students scoring below the 30th percentile in reading and math.	Students will show academic gains in reading comprehension as measured by the SAT/9 and SABE/2 assessments.	Pre and post leveled assessments (Sept. and May), Schedule of Literacy Paraprofessionals, Literacy Review Meetings.
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.	Through weekly parent news letters from the school, information regarding our tobacco and drug free policy will be distributed. Information about parenting, literacy, support services and effective communication skills will also be shared with parents through the weekly newsletter.	Parent education workshops will be offered to parents to topics on literacy, math and other areas of need by the parent needs survey. Riso graph copier will supply copies of newsletters and other publications to communicate with parents and community.	Parents will be informed of the school drug free policy
	Conflict managers program will be implemented for students in the 5th grade.	The student advisor will coordinate training for staff and students is resolving conflicts that may occur on the playground or in the classroom. Mental Health Consultant will provide student support for counseling needs.	Conflicts on the playground and in the classroom will reduce.
	The safety committee consisting of parents and staff will ensure playground and school building safety and cleanliness for all students, staff and parents.	Clean-up days, painting days and community service project days will be organized 4 times per year.	Volunteers will be solicited for donations of time and supplies.
	Disaster plan will be implemented in case of fire, earthquake or disaster.	Staff and parents will be trained in basic first aid and emergency procedures.	Monthly fire drills and quarterly earthquake drills will be implemented.

Action Plan Overview
Cesar Chavez Elementary School
 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.	Parents will indicate they are more informed and engaged as measured by satisfaction survey.	Satisfaction survey	SSC composed of staff, parents and community members will review current conditions of school, the progress of program implementation, achievement results and school activities in the school plan.
	Attendance at parent conferences will increase by 25% by spring, 2002 from 2001.	Parent organization will facilitate parent training on literacy and math. USP guidelines will be followed to improve math, science and technology. Parents will receive training in math standards and the use of technology as tool to enhance instruction in literacy and math	Weekly newsletters will be sent out each Wednesday to disseminate information to the Cesar Chavez School community.
	School performance satisfaction survey will show improved satisfaction by parents. More parents will attend parent education sessions provided by the school	Each classroom will have at least one room parent to act as a liaison between parents and the classroom.	Room parents will make phone calls and other contacts to enlist parent involvement in the classroom.
VI. Additional Priority: Optional priority. (Required for schools selected to participate in Urban Systemic Program (USP))			

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.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 1	In August staff will analyze SAT/9, SABE/2, IWA, MPA to determine specific areas of need in reading, writing and math. Data trends will be used to guide instruction and lesson planning for the school year.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	June 2002 Sessions for staff to analyze data and lesson plan, class record of student assessment results, assessment calendar, lesson plan review	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff and Administration
1, 2	Teachers' year-long and weekly lesson plans will reflect the core curriculum as well as District and State content and performance standards. Teachers will use adopted instructional materials, ongoing assessment and student work to address specific areas of need. USP guidelines will be followed to improve math, science and technology. Release days and professional development days will be provided to all teachers, K-5.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	May 2002 Monthly review of lesson plans, classroom observations, teacher evaluations	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff and Administration
1, 3	All teachers and principal will participate in at least 10 professional development opportunities with the goal to improve reading comprehension, writing and math problem solving, including, but not limited to: District staff development days, staff release days, monthly staff development meetings, monthly grade level meetings, and monthly constituency meetings.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	May 2002 Individual professional development plans, quarterly review of student work samples, release day plans	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Leadership Team and Administration
1, 4	The site leadership team and parent advisory committees will assess the overall reading, writing and math program by reviewing assessment data, curriculum materials, student work samples and curriculum plans for each grade level. Accomplishments and areas of need will provide recommendations to the School Site Council. Staff and School Site Council will identify additional staff development and support programs for the school. An emphasis will be made to ensure gender equity, including underserved populations and girls.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Monthly Leadership Team meetings, Monthly SSC meetings, Summary of student work, recommendations to staff and 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"/>	Staff, administration and SSC

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.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
1, 5	All teachers will participate in at least two events that encourage parent involvement in reading, writing and math. This includes, but not limited to reviews of student work, student presentations, parent conferences, parent organization meetings, classroom parent meetings. Teachers hold parent conferences twice per year and discuss ways to improve student achievement based upon parental feedback.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Sign in sheets, parent conference schedules, calendar of parent activities, parent and community meeting agendas, grade level recommendations	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff and Administration
1, 6	Afterschool programs are provided to targeted students. Assessment data, student work and teacher recommendation place students in afterschool extended day learning activities.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	May 2002 Afterschool program attendance sheets, assessment data, pre/post tests, individual learning plans	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Staff and Administration

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

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.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 1	Classroom instructional practices will reflect alignment with the core curriculum as addressed in District and State content and performance standards. Classroom instruction will demonstrate the use of modifications, adaptations, extensions and differentiation to address identified learning needs of students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	August 2001 Teacher evaluations and observations, lesson plans	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Staff and Administration
2, 2	Teachers' lesson plans and instructional practices will reflect alignment with the core curriculum and address content and performance standards. Teachers will meet State guidelines for instructional minutes for each core curricular area. All students will receive and use adopted instructional materials and have access to all core programs offered at the school. USP guidelines will be followed to improve math, science and technology. Release days and professional development days will be provided to all teachers, K-5.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Monthly, ongoing Lesson plans, daily and weekly class schedules	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teachers and Administration
2, 3	Teachers will maintain work folders or portfolios of student work and assessments to monitor student progress and to demonstrate long-range, high quality programs of study. Portfolios will be reviewed by parents at the fall and spring conferences with teachers and/or following report card periods. Partnerships will be made with middle schools to increase articulation 5th and 6th grade academic programs. Connections between Pre K and Kindergarten will also be made on a regular basis.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Weekly, fall, spring Student portfolios, collected work samples and assessments, schedules of parent conferences	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teachers and Administration
2, 4	The SST will meet weekly to assess students who have been referred as potentially at-risk, review student program placement, and make recommendations for program changes and support. The elementary student advisor, parents, classroom teachers, administrator, special education representative and mental health provider will participate in the SST.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	on-going, weekly SST schedule, weekly reviews of student progress, individual learning plans, parent contact logs.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	SST coordinator and Administration
2, 5	Every identified special education student as defined by their IEP, will receive access to the core curriculum through modified lesson plans as needed. A wide range of supplementary materials along with the RSP, Inclusion Specialist, Special Education teacher, and paraprofessional support will be provided.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Weekly and monthly Lesson plans showing modified instruction, classroom observations, student work and IEP samples	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Special Ed. Team and Administration

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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.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
2, 6	Small group instruction with literacy paraprofessionals will be provided to students who are below grade level in reading comprehension, writing skills and math problem solving skills. The literacy specialist will provide support to students and teachers to promote reading and writing strategies in the classroom. Technology in the lab and classrooms will be used to support students in making improvements in reading, writing and math.	<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	On-going Literacy paraprofessional schedules, Literacy Specialist staff development schedule	<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	Literacy Specialist and Administration
2, 7	GATE students will be provided with challenging and appropriate learning opportunities that extend and enhance the core curriculum. Technology in the classroom and lab will provide support for special projects and alternate assignments. Additional materials will be purchased. Reference materials in science, math and literature will build students' capacity to apply and extend learning, skills and concepts. Garden Education and the Mission Science Center will be part of the school-wide science curriculum.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Monthly Lesson plans showing differentiated instruction, review of projects completed by GATE students	<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	GATE coordinator and Administration

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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.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
3, 1	Periodic assessments for students in grades K-3 will be developed and implemented an element of instruction at each of these grade levels. Letter recognition, decoding, reading comprehension, and reading fluency will be assessed. An emphasis will be made on students scoring below the 50th percentile in reading comprehension on the SAT/9 and or SABE/2.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Review of student progress on assessments twice per year, review of student work and portfolios	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teachers and Administration
3, 2	All teachers will be provided with release time during the school year to read and understand district and State content and performance standards, review assessment data and to participate in focused professional development conducted by staff, literacy specialist and consultants on effective instructional practices and strategies in reading, writing and math problem solving. USP guidelines will be followed to improve math, science and technology. Release days and professional development days will be provided to all teachers, K-5.	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 assessment data, weekly and long-range teacher plans, student portfolios, professional development plans	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Leadership team and administration
3, 3	Literacy specialist and literacy paraprofessionals will work with identified students in 1st and 2nd grades to develop phonemic awareness, phonics, decoding and beginning reading skills. Literacy groups will developed to facilitate literacy goals for targeted students. The school library will provide a vehical for the improvement of literacy skills in students. A literacy paraprofessional will facilitate learning through the school library.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 pre/post tests, classroom observations, meeting notes	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teachers and Administration
3, 4	Afterschool extended day learning opportunities will be provided for students scoring in the 30th percentile and below in reading comprehension and math problem-solving. Literacy paraprofessional will work in the library to facilitate literacy instruction and reading for pleasure.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Pre and post tests, afterschool program enrollment, student referrals, afterschool program schedule	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Afterschool program coordinator

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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.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
4, 1	Through weekly parent news letters from the school, information regarding our tobacco and drug free policy will be distributed. Information about parenting, literacy, support services and effective communication skills will also be shared with parents through the weekly newsletter. Parent education workshops will be offered to parents to topics on literacy, math and other areas of need by the parent needs survey. Riso graph copier will supply copies of newsletters and other publications to communicate with parents and community.	<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 2002 Distribution of weekly newsletter, suspension logs, incident reports, record of support services.	<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	Administration
4, 2	Conflict managers program will be implemented for students in the 5th grade. The student advisor will coordinate training for staff and students is resolving conflicts that may occur on the playground or in the classroom. Mental Health Consultant will provide student support for counseling needs.	<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 2002 log of conflict resolutions, training agendas for staff and students, record of incidences on the playground and classroom	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Student advisor
4, 3	The safety committee consisting of parents and staff will ensure playground and school building safety and cleanliness for all students, staff and parents. Clean-up days, painting days and community service project days will be organized 4 times per year. Volunteers will be solicited for donations of time and supplies.	<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 2002 Records showing a reduction in injuries and violence on the playground and school building. Reduction in trash on the playground.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Safety committee and administration
4, 4	Disaster plan will be implemented in case of fire, earthquake or disaster. Staff and parents will be trained in basic first aid and emergency procedures. Monthly fire drills and quarterly earthquake drills will be implemented.	<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 2002 Staff certification, training logs, fire drill and earthquake logs.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6 7	Safety committee and administration

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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.

Priority/ Objective/ Activity #	Activity	Target Population	Completion/Benchmarks	Funding Source	Team/Person Responsible
5, 1	SSC composed of staff, parents and community members will review current conditions of school, the progress of program implementation, achievement results and school activities in the school plan. They will revise the school plan as needed.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Implementation of SSC, Minutes and By-laws, review of budgets, meeting agendas	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	SSC
5, 2	Weekly newsletters will be sent out each Wednesday to disseminate information to the Cesar Chavez School community. Parent organization will facilitate parent training on literacy and math. USP guidelines will be followed to improve math, science and technology. Parents will receive training in math standards and the use of technology as tool to enhance instruction in literacy and math.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	May 2002 Parents will receive vital information regarding the school and district.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	SSC and Administration
5, 3	Each classroom will have at least one room parent to act as a liaison between parents and the classroom. Room parents will make phone calls and other contacts to enlist parent involvement in the classroom.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Parents will be called on a regular basis by room parent. Increased parent involvement in the classroom	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Parent Organization and Administration

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**Programs in District Schools
2001/2002**

Cesar Chavez Elementary School

Priorities Addressed					PROGRAM
PR1	PR2	PR3	PR4	PR5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	After School Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arts Education Collaborative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beginning Teacher Support & Assessment (BTSA)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Galef--Different Ways of Knowing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I.R.I.S.E.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NSF--Urban Systemic Program (Priority 6)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Technology Literacy Grants