

San Francisco Unified School District

School Site Plan for 1999-2000 Table of Contents

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Cleveland Elementary School *Analysis of Current Conditions*

District Goals & Superintendent's Priorities	Level of Need	Source
1.0 To improve teaching and learning to enhance the academic achievement of all students.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	CTBS; inexperienced staff (per SARC); teacher observation of student skills; principal observation.
1.1 The achievement level of African American, Latino and ELL students will be raised to the 50th NCE by spring of 1999, and for Special Education students not exempted from testing through the IEP and all youngsters of poverty by spring of 2000.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	CTBS
1.2 SFUSD has achieved a bottom quartile that is very near normal now. Emphasis will be on the next higher quartiles and we will begin to move the achievement/performance of quartiles two and three.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	CTBS
1.3 Raise the performance and enhance experiences in the Gifted and Talented (GATE) program.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	Identify Gifted and Talented students
1.4 Continue to improve educational technology.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	Professional development needed for educational technology
1.5 The Language Academy will begin demonstration programs at several sites throughout the city.	<input type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input checked="" type="radio"/> n/a	
2.0 To improve staff, parent and community participation in the educational process.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	1994-97 PTA records; partnership agreements, SSC, SAC, BAC minutes.
3.0 To maintain school environments that are safe, secure and attractive.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	Suspension Log, Conflict Manager Reports, delayed renovation
3.1 The Building and Grounds and Facilities Planning departments will integrate and enhance the District's efforts to build, rebuild and maintain adequate facilities throughout the District.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	Delayed renovation
4.0 To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	Limited team teaching.
5.0 To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	Brigance Screen.
5.1 The Early Childhood Education program will improve instruction that develops readiness for learning in the child's crucial years.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	CTBS, Brigance Screen
6.0 To increase and expand inter-agency collaboration to better serve our students.	<input checked="" type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input type="radio"/> n/a	Partnership agreements with Edgewood; PTA meeting notes
6.1 Youth Development and Coordinated Services will align and provide services that support youth in Beacon or "one-stop" schools.	<input type="radio"/> Hi <input type="radio"/> Low <input checked="" type="radio"/> Med <input type="radio"/> n/a	
6.2 Expand our school-to-career components, both within the SFUSD and with our external partners, so that school-to-career is fully integrated into each high school student's experience.	<input type="radio"/> Hi <input type="radio"/> Low <input type="radio"/> Med <input checked="" type="radio"/> n/a	

Cleveland Elementary School
Vision Statement

Modified on 11/16/98

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

**School Priorities for
Cleveland Elementary School**

School Year 1999-2000

School Priority	Measurable Objective	Specific Measurements
A <i>To increase Reading/Language Arts achievement for all students with an emphasis on African-American, Latino, and ELL students.</i>	All students 2-5 will demonstrate more than one years growth in the area of reading comprehension on the SAT-9 Test.	SAT-9 Data and Scholastic Literacy Place Placement Tests
	75% of all students will be at grade level in reading comprehension.	SAT-9 Data and Scholastic Literacy Place Placement Tests.
	All African-American, Latino, and ELL students will score at the 50% percentile (NCE) on the SAT-9 in Reading Comprehension.	SAT-9 Data and Scholastic Literacy Place Placement Tests.
B <i>To increase mathematics and science achievement for all students, with an emphasis on African-American, Latino, and ELL students. To improve the teaching of Mathematics and Science.</i>	All students, grades 2-5 will demonstrate more than one year's growth in the area of Mathematics on the SAT9.	SAT 9 Data
	African-American, Latino, and ELL students will reflect an NCE score of 50% and above on the SAT-9.	SAT-9 Data disaggregated.
	To increase student ability to communicate (speaking, listening, reading, and writing) their scientific thinking, and to provide multiple opportunities for professional development in science for grade level groups, and the entire staff.	75% of all 5th graders will score a passing grade on the 5th grade science test.
C <i>With increased parent and family involvement, the safety, security, orderliness, and attractiveness of the school environment will be evident. Students will develop increased self-responsibility, self-esteem, and physical fitness.</i>	Suspension rate and after school detention rate will decrease by 50%.	Suspension Forms and afterschool detention sign-in sheets.
	Incident reports of student fighting will decrease by 50%.	Incident reports.
	75% of Parents will attend one or more of the following events: 1) Multicultural potlucks, 2) Back to School Night or Open House, 3) SSC,BAC,SAC meetings, 4) PTA meetings, and 5) School cultural presentations.	Parent Sign-in sheets and classroom logs.

Cleveland Elementary School
Activities for Priority/Objective A

To increase Reading/Language Arts achievement for all students with an emphasis on African-American, Latino, and ELL students.

All African-American, Latino, and ELL students will score at the 50% percentile (NCE) on the SAT-9 in Reading Comprehension.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 1	The school-wide comprehensive reading/literacy program will continue to address all Cleveland students' Reading and Literacy needs. Students first through fifth grades will be grouped in 90 minute flexible, homogenous reading groups.(Literacy Clubs). Students will use Scholastic's Literacy Place and Solares Language Arts Program. Title I and SBCP funded Instructional Aids: tutor, support teachers, provide one to one primary language support to students throughout the instructional day. This is in accordance with the PQR School Improvement Plan.	<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	Raised student reading scores to at least the 50% percentile NCE 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"/> 1 2 3 4 5 6	Classroom Teachers, Support staff, and Curri. & Instr. Com.
A 2	Based on the SAT-9 data, The Literacy Coordinator will teach an intermediate (4-5 grade) group of students scoring in the bottom quartile. This will be an ongoing componenet of the schoolwide Literacy 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	Students will make at least a year's gain in their reading scores.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Literacy Coord., Curri. & Instr. Com., and Resource Specialist
A 3	At least quarterly, Cleveland's Literacy program will be reviewed and evaluated by the Literacy Coordinator, faculty, and site administrator to assure student achievement and growth. This review will also assure the coordination, articulation and monitoring of the program. Literacy assessment including Scholastic Placement, end of unit assessments, student work in progress, student portfolios, and rubrics are assessment tools that will monitor student growth through regularly scheduled staff and grade-level meetings. This is in accordance with the PQR School Improvement Plan.	<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	Continuous program improvement & raised student reading scores to at least the 50% percentile NCE 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"/> 1 2 3 4 5 6	Curriculum & Instructional Committee, Teachers, & Principal
A 4	Improved instruction and teaching practices for students will be the direct result from teachers and staff reviewing and implementing the district's Core Curriculum, Content and Performance Standards. The African-American, Latino and ELL students' access to the core curriculum will be a primary focus for Professional Development. This is in accordance with the PQR School Improvement Plan.	<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 instruction and teaching practices. Student reading scores shall rise to the 50% percentile NCE 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"/> 1 2 3 4 5 6	Teachers, Support Staff, Curri. & Instr. Com., and Principal

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

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

Cleveland Elementary School
Activities for Priority/Objective A

To increase Reading/Language Arts achievement for all students with an emphasis on African-American, Latino, and ELL students.

All African-American, Latino, and ELL students will score at the 50% percentile (NCE) on the SAT-9 in Reading Comprehension.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 5	Students will demonstrate their learning through a Test Readiness program for which teachers will have been trained. Included in the training and implementation will be test score analysis, administration of effective standardized test practices, and targeting students' low performing areas in Reading, Writing and Test readiness materials will be needed to implement the 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	Students will be better prepared to take standardized assessments. Student reading scores shall rise to the 50% Percentile NCE.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Teachers, Support staff, Curr. & Instr. Com, and principal
A 6	All students will have on an ongoing basis a variety of Reading and literacy instructional materials that is level appropriate, motivating, high interest and sensitive to their culture as funding becomes available. Priority will be given to furnishing classroom libraries with updated, enhanced, adequate trade books and content area reading books such as science, etc. Title I and SBCP funded Instructional Aids: tutor, support teachers, provide one to one primary language support to students throughout the instructional day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Students' reading and writing skills shall increase. Raised student reading scores to at least the 50% percentile NCE 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"/> 1 2 3 4 5 6	Curriculum & Instruction Committee, Classroom teachers, and Literacy Coordinator.
A 7	All recommendations from the 1999 PQR Improvement activities will be implemented. The PQR's content area of Reading/Language Arts will be actualized through the site plan's Priority A and its activities. Title I and SBCP funded Instructional Aids: tutor, support teachers, provide one to one primary language support to students throughout the instructional day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Reaching the goals of the 1999 PQR	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	All Governance Committees, Curr. & Instr. Com, and All staff at Cleveland
A 8	Students will have access to computer skills, and technology tools such word processing and data base for gathering information and presenting it. Students will practice their research skills using the internet. They will be supervised by the Technology Resource Teacher and or their homeroom teacher.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased student computer skills. Successful application of computer skills across the curriculum. Increased research skills. Raised student reading scores to at least the 50% percentile NCE 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"/> 1 2 3 4 5 6	Curriculum & Instructional Committee, Principal, and Technology Resource Teacher

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Activities for Priority/Objective A

To increase Reading/Language Arts achievement for all students with an emphasis on African-American, Latino, and ELL students.

All African-American, Latino, and ELL students will score at the 50% percentile (NCE) on the SAT-9 in Reading Comprehension.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 9	Students will be able to access reading computer programs that will support and enhance their learning, particularly for the students in the lower quartiles served through the combined efforts of the Technology Resource Teacher, and the classroom teachers. Title I and SBCP funded Instructional Aids: tutor, support teachers, provide one to one primary language support to students throughout the instructional day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Raised student reading scores to at least the 50% percentile NCE 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"/> 1 2 3 4 5 6	Curriculum & Instructional Committee, and Tech. Resource Teacher
A 10	Students will continue to receive reading tutoring from parents, Rolling Readers organization, Americorp Volunteers, and other organizations that read with children. The Literacy Coordinator will release a primary teacher 3 hours per week to provide intensive literacy tutoring to bottom quartile students in the primary grades.	<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 reading achievement will rise to the 50% NCE on the SAT-9. Increased community family involvement.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Student Advisor, Literacy Coordinator, Curr. & Instr. Com., and Principal
A 11	In order to provide for a smooth transition for the incoming kindergarten students, each semester, Cleveland Kindergarten teachers will articulate the Cleveland Kindergarten program at meetings for parents of incoming kindergarten students.	<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	Smoother transition into Kindergarten for new students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Kindergarten Teachers, & Curr. & Instr. Com.
A 12	The school will purchase additional library books, multiple copy literature, big books, software and supplemental materials in different languages for use by students and classroom teachers in promoting literacy skills.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Literacy promoted. Student reading achievement shall rise to the 50% percentile NCE 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"/> 1 2 3 4 5 6	Curriculum & Instructional Committee, and Teachers, Principal
A 13	ELL students make use of both District adopted and supplementary materials to provide them with access to the core curriculum. Professional development will be provided for all classroom teachers with the goal of improved delivery of instruction to ELL students. Included in that professional development will be training in "Into... English a core K-5 ESL/ELD 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	ELL students will be more successful as English Language Learners. Raised student reading scores to at least the 50% percentile NCE 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"/> 1 2 3 4 5 6	Classroom Teachers, and Curr. Instr. Com., Literacy Coordinator

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Cleveland Elementary School
Activities for Priority/Objective A

To increase Reading/Language Arts achievement for all students with an emphasis on African-American, Latino, and ELL students.

All African-American, Latino, and ELL students will score at the 50% percentile (NCE) on the SAT-9 in Reading Comprehension.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
A 14	Staff development at Cleveland is focused on three areas: 1) Improving the delivery of current meaningful instruction to all students 2) Familiarizing the teaching staff, paraprofessionals and the site administrator with newly adopted district curriculum, content performance and standards, accountability, assessments, 3) Developing and improving Cleveland's collegial culture. All faculty and staff are expected to attend staff development sessions. This is in accordance with the PQR School Improvement Plan.	<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 delivery of instruction, Increased familiarity of staff with current district curriculum, and improvement of schoolwide culture. Raised student reading scores to at least the 50% percentile NCE 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"/> 1 2 3 4 5 6	Classroom Teachers, Support staff, Principal, and Curr. Instr. Com.
A 15	Writer's workshop will be in evidence in all classrooms K-5 on a daily basis. Student work will be evident in classrooms, in addition to being posted monthly writing samples. Title I and SBCP funded Instructional Aids: tutor, support teachers, provide one to one primary language support to students throughout the instructional day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	All classrooms will exhibit monthly writing sample. 80% of all 4th grade students will score 3 on the IWA, 3 being a passing grade.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Curr. & Instr. Com., & (intermediate) classroom teacher.
A 16	The SSC, BAC, and the SAC meet on a monthly basis to review, revise, and Cleveland's academic programs. Teachers and other staff meet monthly to review, revise, and improve Cleveland's academic programs. Teachers and other staff meet on a monthly basis in Cleveland's governance committees to review, plan, evaluate, and advise the steering committee, made up by representatives of each governance committee and the site administrator. The three committees are: curriculum and instruction, parent involvement, and school climate. There is ongoing coordination between the circuits, governance, steering, and the SSC, BAC, and SAC committees.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased level of parent participation in the process at Cleveland.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Curr. & Instr. Com, Principal, and Literacy coordintor

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Cleveland Elementary School
Activities for Priority/Objective B

To increase mathematics and science achievement for all students, with an emphasis on African-American, Latino, and ELL students. To improve the teaching of Mathematics and Science.

To increase student ability to communicate (speaking, listening, reading, and writing) their scientific thinking, and to provide multiple opportunities for professional development in science for grade level groups, and the entire staff.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 1	Improved Mathematics instruction and teaching practices for students will result from teachers and staff's reviewing and implementing 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. Title I and SBCP funded Instructional Aids: tutor, support teachers, provide one to one primary language support to students throughout the instructional day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Improved Math instruction and teaching practices. Raised Math scores to at least the 50% percentile NCE on the SAT-9 for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Principal, All faculty and staff, C & I Comm.
B 2	In cooperation with Education Partners, professional development will improve delivery of math instruction across all grades. Teachers will implement instructional strategies that teach critical thinking, problem solving, and computational skills.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Improved Math instruction and teaching practices. Raised Math scores to at least the 50% percentile NCE on the SAT-9 for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	C & I Comm., Principal and Education Partner
B 3	Students working in the Computer Lab and on computers in their own classrooms will be able to access Math software programs that will support and enhance their learning. African American, Latino and Ell students's access to the Math curriculum will be a primary focus through the efforts of the Technology Specialist and classroom teachers. Title I and SBCP funded Instructional Aids: tutor, support teachers, provide one to one primary language support to students throughout the instructional day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Improved Math instruction and teaching practices. Raised Math score to at least the 50% percentile NCE on the SAT-9 for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Tech. Specialist, Tech. Comm. and Curri. & Inst. Comm.
B 4	Teachers, working within the C&I committee will continually review critical issues pertaining to the improvement of Mathematics and Science Instruction. The C & I committee will also assist in the planning of schoolwide SAT-9 test readiness 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	Improved Math instruction and teaching practices. Raised Math scores to at least the 50% percentile NCE on the SAT-9 for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Classroom teachers, Curr. & Instr. Comm.
B 5	A core of experienced onsite teachers and staff will mentor new teachers; accelerating, demonstrating, reviewing and supporting successful teaching practices.	<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. Raised Math scores to at least the 50% percentile NCE on the SAT-9 for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Classroom teacher and Curr. & Instr. Comm.

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Cleveland Elementary School
Activities for Priority/Objective B

To increase mathematics and science achievement for all students, with an emphasis on African-American, Latino, and ELL students. To improve the teaching of Mathematics and Science.

To increase student ability to communicate (speaking, listening, reading, and writing) their scientific thinking, and to provide multiple opportunities for professional development in science for grade level groups, and the entire staff.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 6	Cleveland's teachers and administrator will participate in the SFUSD's Urban Systemic Program for Science, Mathematics, and Technology reform.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Improved teacher training in math and science, raised math scores to at least the 50% percentile NCE on the SAT-9 for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Principal, Literacy Coordinator and Tech Specialist.
B 7	Faculty and the site administrator, working with the consultants from Educational partners, will develop an ongoing comprehensive test readiness 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	Improved student test taking skills, reaised math scores to at least the 50% percentile NCE on the SAT-9 for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Principal, Test Coordinator and Education Partners.
B 8	A cadre of teachers, grades K-5 will attend Math workshops and conferences. This cadre will then give onsite staff development sessions to the Cleveland faculty.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Improved teacher tarining in Math instruction. Raised math scores to at least the 50% percentile NCE on the SAT-9 for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Science Leadership Team and classroom teachers.
B 9	The Parental Involvement Committee in collaboration with classroom teachers, and support staff, shall develop a core group of tutors from the parents and families of Cleveland's students. The tutors shall focus their efforts on assisting the students identified by the SAT-9 scores as performing in the bottom quartile in Math skills.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased parent/family involvement and raised math scores to at least the 50% percentile NCE on the SAT-9 for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent Involvement Com. and Classroom Teachers.
B 10	The Curriculum and Instruction Committee, working with classroom teachers and the Site Administrator, will purchase additional Math materials, including software to support the teaching of Mathematics that are aligned with district standards.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Improved Math instruction and teaching practices. Raised Math scores to at least the 50% percentile NCE on the SAT-9 for all students.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Curriculum & Instruction Com.
B 11	A Science leadership team, made up of classroom teachers, staff, and at least one parent will be established on site to review SFUSD Science Standards, analyze and discuss student work, and discuss teaching and learning practices of inquiry based science.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Improved Science instruction and teaching practices. Increased teacher to teacher communication regarding the teaching of Science.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Science Leadership Team and Curr. & Instru. Com.

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

Activities for Priority/Objective B

To increase mathematics and science achievement for all students, with an emphasis on African-American, Latino, and ELL students. To improve the teaching of Mathematics and Science.

To increase student ability to communicate (speaking, listening, reading, and writing) their scientific thinking, and to provide multiple opportunities for professional development in science for grade level groups, and the entire staff.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 12	A cadre of teachers, grades K-5 will attend Science workshops and conferences. This cadre will then provide onsite staff development sessions to the Cleveland faculty.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Improved Science instruction and teaching practices.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Science Leadership Team and Curr. & Instru. Com.
B 13	A schoolwide Science Day will be held to celebrate the teaching and learning of Science at Cleveland. Every classroom will be engaged in scientific learning that day. This schoolwide 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. Title I and SBCP funded Instructional Aids: tutor, support teachers, provide one to one primary language support to students throughout the instructional day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	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"/> 1 2 3 4 5 6	Science Leadership Team and Curr. & Instru. com.
B 14	Improved Science instruction and teaching practices for students will be the result of teachers and staff reviewing and implementing the district's Core Curriculum Content and Performance Standards for Science. African-American, Latino, and ELL learners access to the Core Curriculum will be a primary focus for newly hired Cleveland SFUSD teachers as they participate in professional development.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Improved Science instruction and teaching practices. Increased teacher to teacher communication regarding the teaching of science.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Science Leadership Team, Curr. & Instru. com.
B 15	Students, working in a variety of groupings (pairs, small groups, whole group) will develop written, oral language, and listening skills. Students will practice writing descriptions and conclusions of inquiry based scientific investigation, using prompts and science journals. Students, using the Technology Lab and classroom computers will also be able to word process their Scientific descriptions and conclusions. Title I and SBCP funded Instructional Aids: tutor, support teachers, provide one to one primary language support to students throughout the instructional day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Students Language Arts skills will rise. Students writing skills will improve. Raised writing scores 80% of all 4th graders will scores 3 or better on the IWA.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Science Leadership Team and Curr. & Instru. Com.

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Activities for Priority/Objective B

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To increase student ability to communicate (speaking, listening, reading, and writing) their scientific thinking, and to provide multiple opportunities for professional development in science for grade level groups, and the entire staff.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
B 16	A Science Fair planned for Spring 2000 will exhibit and evidence student science achievement. The Science Leadership Team, faculty, and site administrator will plan with parents and community members to ensure the success of the Science Fair. Students will exhibit their scientific learning and research in classroom exhibits. The PTA will be invited to contribute both financially and with their labor. Built in to the Science Fair will be scheduled time for students with their classes to visit the exhibiting classrooms. Title I and SBCP funded Instructional Aids: tutor, support teachers, provide one to one primary language support to students throughout the instructional day.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased student practice of the Scientific Method. Increased faculty and parent/community collaboration. On a schoolwide basis, increased student opportunity to observe other students's scientific work.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Science Leadership Team and Curr. & Instru. Com.
B 17	The Curriculum and Instruction Committee, working with the Science Leadership Team, classroom teachers, and the Site Administrator will purchase additional Science materials, including software to support the teaching of the scientific method and all Science that is aligned with SFUSD Standards.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased student opportunity to practice the Scientific Method. Increased faculty and parent/community collaboration.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Curr. & Instru. Com. and Science Leaderhip Team.
B 18	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 type="checkbox"/> 1 2 3 4 5 6	With increased teacher and staff awareness, and improved instructional and classroom management strategies, female student Mathematics achievement will rise.	<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 Curr. & Instru. Com. and the Site Administrator

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Cleveland Elementary School
Activities for Priority/Objective C

With increased parent and family involvement, the safety, security, orderliness, and attractiveness of the school environment will be evident. Students will develop increased self-responsibility, self-esteem, and physical fitness.

75% of Parents will attend one or more of the following events: 1) Multicultural potlucks, 2) Back to School Night or Open House, 3) SSC,BAC,SAC meetings, 4) PTA meetings, and 5) School cultural presentations.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 1	The faculty and staff will continue to provide a comprehensive student discipline program with schoolwide standards of behavior and consequences that will include: 1) prevention, 2) intervention, and 3) internalization of healthy attitudes and habits in relation to self and relationships with others. Implementation of these standards will support and reinforce learning in the classroom, respectful behavior on the playground and safe orderly conduct in the cafeteria.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Reduction in suspension and other disciplinary actions. Enhanced student safety at school.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent Involvement, Principal, and Faculty and staff.
C 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. Improved school home communication. Increased parent involvement.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent involvement com., School Climate Com. and Principal
C 3	The faculty, staff and parents will collaborate to identify specific teaching strategies, programs and adult behaviors that will help students enhance their self-concept, self-esteem, and positive connection to learning. These strategies and programs will include class meeting discussions, student advisement, multicultural/diversity curriculum, and positive role modeling.	<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 self-esteem and emotional health.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent Involve. Com., School Climate Com., and Principal
C 4	The faculty, staff, and parents will work together and mutually support the implementation of the Conflict Management Program to empower students to resolve conflicts. Students will be taught a variety of conflict management skills and techniques and will be supervised by the elementary advisor. The target of this program is to reduce the need for disciplinary actions such as detentions and suspensions by 50%.	<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.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Student Advisor, School Climate Com. and Principal

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Activities for Priority/Objective C

With increased parent and family involvement, the safety, security, orderliness, and attractiveness of the school environment will be evident. Students will develop increased self-responsibility, self-esteem, and physical fitness.

75% of Parents will attend one or more of the following events: 1) Multicultural potlucks, 2) Back to School Night or Open House, 3) SSC,BAC,SAC meetings, 4) PTA meetings, and 5) School cultural presentations.

Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 5	Parent assistance to staff in staffing cafeteria supervision will be expanded to reduce the need for disciplinary action such as detention and suspension. The school staff will assist the PTA in school beautification activities such as graffiti removal, cleaning and decoration of the site, and carpentry work.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased parent involvement. Enhanced student safety. Ongoing beautification of Cleveland.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent Involvement and School Climate Com.
C 6	To improve our school image and increase school pride, staff, faculty, students, parents and community will work together to display student academic and art work in public spaces creating a warm, welcoming, inclusive atmosphere for students, families and visitors. We will also all work together to encourage implementation of the school uniform policy.	<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 appreciation of Art and other student work. Students see themselves as artists. Parents and visitors shall have enhanced awareness of students' work.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent Involvement, School Climate and Principal, Student Advisor
C 7	Staff, faculty, students, parents and community will sponsor and participate in multicultural performing and visual arts assemblies workshops to increase our understanding and appreciation of our own and other cultures. The district goal of student integration will be achieved during these activities, coordinated by the elementary advisor.	<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	Appreciation of other cultures shall be enhanced. Enhanced awareness of students' own culture.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	School Climate and Student Advisor
C 8	Staff and parents will work together in a Fall PTA membership drive to maintain at least 100 dues paying members and an active corps of no less that 20 members representative of the diverse student population.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased parental involvement.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent Involvement and PTA
C 9	Students, with their parents will become aware of school discipline policy by means of a packet sent home during the first week of school. The packet will include the home-school compact. Parents will also become aware of the policy through the district's Student Handbook, Back to School Night Presentations, and parent 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, reduction of suspensions and other disciplinary acting, enhanced student safety at school, and increased parent involvement.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Principal and Parent Involvement Com.

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Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 10	All students will benefit from the family and child support services team coordinated by the mental health consultant. The team will: a) develop strategies and interventions for improved student performance, b) promote healthy parenting skills through parenting classes, c) involve parents in their children's education and d) participate and facilitate in crisis intervention.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Enhanced student emotional/mental health, increased parental involvement, reduction of onsite crisis and increased readiness to learn.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	CARE Team and Principal
C 11	All students will benefit from the expanded onsite mental health services and interventions that the Southeast Child/Family Therapy Center will provide. The center will provide a mental health therapist and two therapist interns. In collaboration and coordination with three site teachers, they will provide: a) group therapy, b) one on one counseling and c) crisis intervention.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Enhanced student emotional/mental health and increased readiness to learn.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Principal, CARE Team and Mental Health Therapist, Psychology and RSP
C 12	Students will use instructional materials and athletic equipment for physical and health education to promote health and well being, and to contribute to the positive climate of the school. Teachers will work on a professional development plan to successfully 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	Enhanced student physical fitness, and enhanced student fine and gross motor skills.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Curriculum and Instruction Com., Teacher Leader
C 13	The Safe Schools Team (comprised of the health advocate, elementary advisor, and two teachers), will investigate grant opportunities to assist the school in promoting safe school activities. The Safe Schools Team in conjunction with the PTA will continue to address the site's safety concerns.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Student safety will be enhanced through the promotion of safe school activities.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Safe Schools Team
C 14	The school will focus on increasing parent participation and parent education by aligning the parent education program with the priorities of Reading/Literacy and Student learning. A series of parent training workshops shall be provided gratis, to assist parents in becoming further involved in the education of their children. Childcare will be provided. Faculty and staff will provide leadership in conducting parent subject area content workshops for parents. Evidence: participant list. Funding : Title I, SBCP.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased parent involvement in school.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Faculty, Principal, and Parent Involvement com.

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Cleveland Elementary School
Activities for Priority/Objective C

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Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 15	The Cleveland community will benefit from the SSC, SAC, and BAC meeting regularly to plan, implement, and evaluate the school's educational programs evidence by meeting agendas and minutes. Funding: District, Title I, SBCP.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased SSC, SAC, and BAC involvement in ongoing development of school's academic program.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Principal, Literacy Coordinator, SSC, SAC, BAC chairpersons
C 16	The Cleveland staff will assist the PTA in developing a corps of twenty or more active members. Active members are those who regularly volunteer at school or who attend PTA planning or committee meetings three or more times during the school year. Funding: District, Title I, SBCP.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased Parent Involvement	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent Involvement com., and PTA
C 17	Cleveland will promote through the Mental Health Consultant, the CARE Team, and the Parent Liaison/Student Advisor, ongoing parent involvement by offering; parenting classes, newsletters, announcements, and parent computer classes. Funding: District, Title I, SBCP.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased parent involvement, and increased school home communication	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Mental health consultant, and Student Advisor/Parent Liaison.
C 18	The school will continue to provide physical space for parents and community members to use for meetings, projects, and related activities. Funding: District, Title I, SBCP.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased parental involvement	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent Involvement Com.
C 19	Parents as well as staff and students will receive earthquake preparedness training and be invited to participate on the site preparedness team. Funding: District, Title I, SBCP.	<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"/> 1 2 3 4 5 6	Principal, and Parent Involvement Com.
C 20	Parents and teachers will review and make additions to the Home School Compact during Parent-Teacher Conferences. Funding: District, Title I, SBCP.	<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"/> 1 2 3 4 5 6	Parent Involvement Committee.

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Priority/ Objective/ Activity #	Activity	Target Population	Expected Outcome	Funding Source	Team/Person Responsible
C 21	The student advisor and the Mental health Consultant, with the Parent Involvement Committee shall coordinate parent activities; including facilitating inservice and workshops, and developing and coordinating parent volunteers. Funding: District, Title I, SBCP	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Increased parental involvement, and better coordination of parent volunteers.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4 5 6	Parent Involvement Com., Student Advisor, and Mental Health Consultant

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