



POINT LOMA CLUSTER COUNCIL

STRATEGIC PLAN

pointlomacluster.com

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PLCC Approval

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Introduction

Point Loma Cluster Overview

The Point Loma Cluster Council (PLCC) was formed in the spring of 2006. The Council was formed because many of the elementary parents in the Point Loma cluster of schools wanted to revisit the issue of school configuration. While discussing the configuration issue, it became apparent that the real concern was not where the children sat while receiving their instruction but the quality of the instruction they received. Discussions turned from configuration to getting the cluster to work together to improve the K-12 experience for every student in the Point Loma cluster. A number of parents began to informally meet to continue the discussion. This group of parents became the core that formed the Point Loma Cluster Council and has been expanded to include all interested parents, teachers, administrators, community members, students and school board members.

The PLCC's initial efforts focused on increasing communication amongst the ten Point Loma schools. As a result, most of the Point Loma schools now use a standardized website platform and are all connected through an e-mail system called Constant Contact. Both the websites and Constant Contact facilitate the delivery of cluster-wide information and helps coordinate cluster-wide events and initiatives. Parents are now able to keep up to date on what is happening at all the PL schools. It has given the cluster a feeling of unity and efficiency.

In the fall of 2007, with guidance from Ken Major, PhD, a professional facilitator, the PLCC began working on a comprehensive strategic plan to help guide and focus its efforts. Key stakeholders (administrators, teachers, parents) were asked to participate. Through a collaborative group effort the work of creating a mission and vision is complete and the implementation of the defined goals and tasks begins.

The PLCC is a proactive organization that is committed to creating the best possible learning environment for its' children.

Values Based Strategic Planning Process

In January of 2007, the PLCC made a decision to initiate a value-based strategic planning effort.

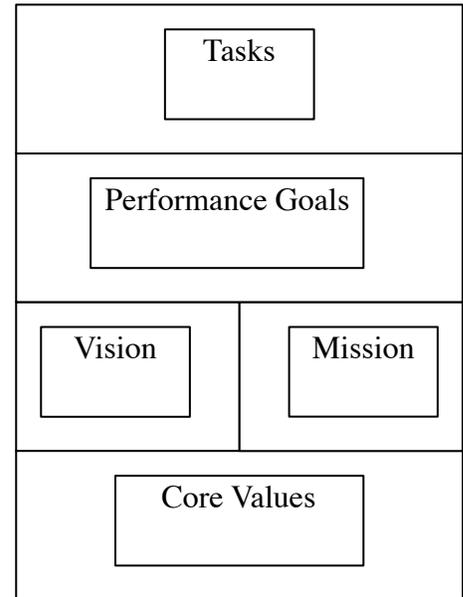
Strategic planning is the process of developing short-term, mid range and long-term goals for the Point Loam Cluster of schools. In doing this, the cluster had 3 primary objectives:

1. Engage the different stakeholders in the Point Loma Cluster in a process to determine appropriate long-term goals and the specific objectives to achieve such goals. Stakeholders include parents, students, teachers, administrators, and the community.
2. Direct the cluster's ongoing efforts
3. Provide guidance in the decision making process

The specific charter is to develop a three-year Strategic Plan that documents the specific goals and objectives that will direct the Council's efforts. The group responsible for creating the Strategic Plan is to be made up of as many of the key stakeholders from each of the cluster schools that are willing to participate. These participants will be drawn from the schools' administration, teachers, and parents. The hope is that the plan will allow the PLCC to more effectively support programs that enhance the learning and education of its children and help make them better citizens.

The foundation of the planning process was the identification of the shared core values of stakeholders in the cluster.

This approach started with the development of a consensus around core values that the group discovered as most important. This step created the basis for a common language and focus that provided direction to the future discussion. From this common vantage point, the group developed a vision statement and a mission statement that were rooted in these core values. From these statements specific performance goals were agreed upon and measurable tasks were identified. (See diagram at right).



The process was divided into 3 main stages.

Stage 1: This stage centered around a 2-hour large group meeting conducted on January 18th. At that session the planning process was presented, discussed and approved by the stakeholders from each of the cluster schools.

Stage 2: This stage consisted of another large group meeting on March 15th that was facilitated by a professional group facilitator with a background in education. At this 5-hour session, the group worked on developing a preliminary consensus around core values, a vision statement, a mission statement, and key strategic areas of emphasis. Over the following 30 days, small group committees worked on refinements to each of these areas. Results were presented at another large group session on April 12.

Stage 3: At the April 12 meeting the group was broken into smaller committees based on six strategic areas. Each committee's charter was to develop over the next 60 days specific goals, tasks, resources, and deadlines for each strategic area. Initial drafts were reviewed on May 17th with the final draft of the full strategic plan due and approved in June 2007.

The result was a process that stepped the group along a process as follows:

Core Values

→To Vision

→To Mission

→To Strategic Directions

→To Goals

→To Tasks

→Result: A Strategic Plan

The process ended with an approved written Strategic Plan that is based on a foundation of shared core values. From that foundation, specific goals with associated measurable tasks, deadlines, and budgets were created.

**Values-based Strategic
Planning: Start at the bottom
(core values) and work up**

Core Values for Point Loma Cluster Council

Values are the fundamental principles that people believe in and that govern their behavior. Given that values are the bedrock that binds people together, the Strategic Planning Committee began their effort by forming a consensus around the five core values that are shared by all the stakeholders. Below is a summary of the five values that the committee agreed on. Each value is equally important and each definition was arrived via consensus within a small working group of those that attended.

Value 1- Excellence: Educational superiority attained through perseverance, hard work and dedication to learning.

Value 2- Integrity: Education with a foundation of honesty, courage and respect.

Value 3: Innovation: An educational program which uses creative problem solving, global thinking and exploration and “risk” taking to determine and implement change so that our students can be well prepared to actively participate and be contributing members of society.

Value 4: Collaboration: Respecting and valuing input from all community members (students, parents and staff) and working together to create a superior educational program

Value 5: Balance: Encouraging students to discover and then maintain a balance that includes physical, emotional and mental fitness

If values define behavior, then each of these core values can become a part of the culture of behaviors that the PLCC has chosen to support. Sub groups of the strategic planning committee worked to define specific behaviors that we believe to be important in implementing each value into the organization’s array of processes. These processes cover a wide spectrum; from the way we make decisions to the way we treat each other as volunteers. Behaviors were suggested for each stakeholder group: teachers, parents, administrators, and the community. Summaries of these behaviors can be found in the appendix.

Vision Statement

From the discussion and compellation of core values that were found to be important to all the participants of the PLCC Strategic Planning Committee; the next step was to develop a statement to capture the vision that was developing for the organization.

A vision statement tells us where we are going. It describes the ideals and values that we represent and paints a picture of the dreams and aspirations of the PLCC.

The PLCC Vision Statement is as follows:

The Point Loma Cluster Schools, through innovative practices and collaborative efforts, will be the model of educational excellence; inspiring passionate life-long learners, critical thinkers, unbound achievers, and responsible global citizens.

Mission Statement

The mission statement describes how we will get to our vision. This statement describes what the PLCC wants to achieve, who we are, and how we will execute our vision of the future.

The PLCC Mission Statement is:

To inspire in each student a joy of life-long learning and inquiry about one's individuality, community, and the world. As PLCC stakeholders, our commitment is to sustain and support the best practices in education that empower each child with knowledge, skills and values necessary to become confident, self-sufficient adults and global citizens. The result is that the PLC of schools is the highest quality option for all students and stakeholders.

To accomplish the Mission, the PLCC is committed to five pillars of excellence that are based on core values of the PLCC. They are to be utilized by all students and stakeholders. These pillars are:

Achievement: Engage all students in active learning experiences with an uncompromising commitment to superior academic performance, with all stakeholders supporting each student's continual growth toward achieving her or his personal best.

Integrity: Promote values education by modeling and expecting respect, honesty, celebration of diversity, pride in self and school, personal accountability and community service.

Innovation: Engage, empower, educate and prepare for the ever-changing world of the 21st century.

Collaboration: Coordinate and cooperate to provide a seamless transition from kindergarten through 12th grade, where ideas and energy are shared, and each participant is committed to providing safe campuses where students thrive in an atmosphere of mutual trust and respect.

Balance: Create a well-rounded educational experience that encompasses academics, health/fitness, the arts, and awareness of community and our coastal environment, and where individuals' talents are nurtured and all stakeholders are welcomed partners in laying the foundation for life-long learning.

Strategic Direction

With the development of core values plus vision and mission statements, a strategic direction was formulated. In discussions around achieving our mission, a comprehensive approach was developed that took into account the spectrum of elements that affected the PLCC's ability to accomplish the mission. The mission statement specifically identifies excellence, character elements, family involvement, fundraising, educational enrichment; superior facilities, superior educational experiences, and community outreach to the community others.

As such, the strategic plan endeavors to provide goals and specific tasks that touch on each of these elements in a systematic and comprehensive approach.

These areas are outlined on the following page. Initial thoughts and key words were created at a brainstorming session at the March 15th meeting. These key words were then sorted into groups with similar attributes. Each of these formed the basis for a key strategic area of emphasis as outlined on the next page. Based on additional discussion, the two strategic areas of Stakeholder Experience and Marketing were combined into one area.

The final five areas were:

1. Finance
2. Information and Communication Technology (ICT) Literacy
3. Learning Environment
4. Learning Communities
5. Marketing (merged with Stakeholder Experience).

Strategic Areas of Emphasis

Strategic Area	Brainstorming Area from Mar 15
1. Finance	Fundraising
2. ICT Literacy	Technology
3. Marketing (Combine with 6)	Communication Public Relations (PR) <i>Community Outreach</i>
4. Learning Communities	Teacher Development Administrative Development <i>Community Involvement</i> Parent Training Parent Involvement/Volunteers Collaborative
5. Learning Environment	Curriculum Articulation Facilities Safety Cultural Linguistic Competency Global
6. Stakeholder Experience (Combine with 3)	Seamless Inclusive Unified Equity

Definitions, goals, tasks, deadlines, and resource budgets for each of these five areas are outlined in the following pages.

STRATEGIC AREA #1 FINANCE

Definition- The area of finance for the PLCC encompasses the fundraising and disbursement activities of the organization. Also included in finance is tracking the organizations resources including money, people and facilities.

Goal 1: Set up a non-profit fundraising organization (PLCC Foundation), supplemental to the individual schools' fundraising organizations, that will raise funds for the schools in the Point Loma cluster to support the initiatives targeted by the PLCC strategic plan.

Task 1.1: Set up a PLCC Foundation

- Obtain non-profit status
- Create an organizational structure
 1. Board of Directors recruitment/executive board/committee chairs
- Create by-laws
- Seek representation for the PLCC Foundation (cluster-wide representation ideal)
- Establish bank accounts
- Research successful education foundations
- Date for completion:
 1. Initial foundation set-up July 31, 2007
 2. Interim board September 2007

Task 1.2: Identify mechanisms and priorities for funding disbursement and determine financial support allocations among the schools

- Date: September 2007

Task 1.3: Create an endowment for the PLCC Foundation to assist with long-term funding

- Consider all methods to give to the endowment - outright gifts, bequests, life insurance, revocable and irrevocable trusts and retirement funds
- Create alumni lists
- Date: December 2007

Task 1.4: Hire a professional grant writer.

- Initial focus on getting all schools necessary equipment and technology to implement the initiatives of the strategic plan
- Date: Spring 2008

Task 1.5: Hire a professional fundraiser to drive large-scale fundraising beyond that which is possible with a volunteer organization.

- Identify fundraising opportunities that are community-based and do not overlap with traditional school foundation fundraising.
- Date: Spring 2009

Task 1.6: Serve as a resource to help set up fundraising organizations at schools within the PLCC who currently do not have such organizations.

STRATEGIC AREA #2

INFORMATION & COMMUNICATION TECHNOLOGY LITERACY

Definition - The procurement, distribution, use and upkeep of technology in classrooms, computer labs and offices.

Goal 1: Embrace a vision and culture that embeds 21st century skills into every aspect of education.

The PLCC will foster an environment that will promote, facilitate and support a cluster-wide vision of 21st century skills for teachers, staff, students, parents and community members. This includes helping to create a sense of urgency for expanding the vision of preparing all students for work and life in a global, knowledge based society. This combines the wisdom of research, best practices and insights from educators, employers and policy makers and points to a vision of education that honors core subjects yet integrates learning skills and 21st century tools, context, content and assessments. Embracing such a vision requires digital thinking and leadership while changing human behavior.

Task 1.1: *Identify "PLCC ICT Coordinator(s)"*

The PLCC Coordinators will be evangelists of ICT Literacy. Their role is to advocates, communicate and support the PLCC ICT. Coordinators will make contact with each cluster school site, attend several of its (PTA/Foundation/SSC) meetings, identify and secure commitment from 1 to 3 people per school to evangelize PLCC ICT Vision, Goals and Tasks. Coordinators will act as ambassadors and liaisons between PLCC and SDUSD, Educational Technology, cluster administration and teachers.

Resources: 1 to 3 people. Cost: \$0, Time Line: 8.15.07

Task 1.2: *Identify a "School Site ICT Coordinator" at each school.*

ICT Coordinators will identify qualified and committed candidates who will drive ICT vision in their respective campuses, be digitally literate and serve to create momentum, help each school site align its initiatives, collaborate, coordinate, support and leverage ICT Literacy best practices.

Resources: 10 people, Cost: \$0, Time Line: 6.7.07 - 10.15.07

Task 1.3: *Adopt ICT Literacy Assessment For All Cluster Schools.*

Each school shall take an ICT Literacy assessment at the beginning of each school year. The Partnership For 21st Century Skills has emerged as the

leading advocacy organization for infusing 21st Century vision, skills and culture in education bringing together the business community, education leaders and policy makers. SDUSD has implemented many the Partnerships guidelines into its Technology Plan. PLCC will work with Cluster administration to develop / implement an ICT Literacy Assessment for each school. One example: Adopting the [MILE Guide Rubric](#) (Milestones For Improving Learning Education) and [Mile Guide Assessment](#), a quick online assessment tool. Schools will be assessed as (1) Early Stage, (2) Transitional Stage or (3) 21st Century.

Resources: School Principal / Staff / Cluster and School ICT Literacy Coordinators, Cost: \$0, Time Line: 10.15.07

Task 1.4: *Establish monthly meetings for ICT Coordinators, Administration and Staff to meet monthly to synergize school efforts and collaborate on best practices, calibrate progress and direction.*

Monthly meeting will be held to enhance communication and best practices of ICT Literacy initiatives within our Cluster and SDUSD.

Resources: ICT Coordinators, School Principal and Teacher.
Cost: \$0, Time Line: 10.1.07

Task 1.5; *Host quarterly collaboration sessions with SDUSD Ed Tech. All teachers, community members and ICT Literacy Coordinators will be invited.*

SDUSD Ed Technology is a wonderful resource for our cluster. Their mission is to lead and support ICT Literacy initiatives. The PLCC Cluster can continue to leverage and enhance this resource by inviting them to present to our cluster at quarterly work group sessions that would include all teachers, staff, parents and community members.

Resources: ICT Coordinator(s), Cost: \$0, Timeline: 2007.08

Task 1.6: *Put web site address on prominent location of school (marquee or banner).*

Key to creating a culture that supports and embraces a digital age culture is treating the web address as important as the street address. It represents the "digital front door", the portal of real time information and tools. Placing the web address next to the street address helps to set vision and change culture.

Resources: 1 person, Cost: \$0, Timeline: 9.15.07

Task 1.7: *Establish Information Coordinator at each school.*

Each school shall designate an Information Coordinator to be in charge of information distribution to parents and community. The information coordinator will be digitally literate, establish both text and digital distribution lists, keep school web site content up to date, send out school eblasts and be at point for all information distribution. Parent email addresses will be exported out of the student information system by SDUSD and imported in to our cluster email database, Constant Contact. Once imported, parents can easily update their own profile including schools from which they would like to receive email updates. In addition, at the beginning of each school year, all parents have the option of receiving information via email and web site or paper communication. By opting to receive information digitally, this will save hundreds of hours and lots of paper and money.

Resources: 10 people, Cost: \$0, Timeline: 9.15.07

Task 1.8: *Establish Cluster Information Coordinator.*

The Cluster Information Coordinator will be responsible for keeping the Cluster web site up to date with content and information and be responsible for cluster email communication. They will be responsible for putting together appropriate content that is relevant to the Point Loma Cluster.

Resources: 1 person, Cost: \$0, Timeline: 6.30.07

Goal 2: Provide ICT Literacy professional development that is strategically aligned to support the goal of offering a 21st century education to all students. Require digital literacy for all teachers.

Developing policies without developing people will not work. Our Cluster teachers and staff will need sustained, strategic professional development to fully implement ICT Literacy and technology into education. This goal includes providing ICT Literacy training for all teachers. ICT Literacy training is offered by SDUSD Ed Tech.

Task 2.1: *Develop an action plan to ensure every teacher has the opportunity for ICT Literacy training and professional development.*

The above can be accomplished by leveraging the resources and training of SDUSD Ed Tech and supplementing this training by bringing in outside thought leaders to our cluster to work with our teachers. This would include training for all ICT Literacy tools and online learning resources (online resources available to teachers and students), web literacy (podcasting, using web lockers, posting homework, online curriculum and assessment) and other ICT Literacy Skills.

Resource: Area Superintendents, Principals, SDUSD Ed Tech, Teachers
Cost: TBD< Time Line: Ongoing

Task 2.2: *Develop a program of training, timeline and support for all staff for full implementation of Parent Connection in all Cluster Schools.*

Parent Connection has been implemented by the majority of teachers at Dana and Corriea Middle Schools and is gaining momentum at Point Loma High School. In the upcoming year, our Cluster would strive for full implementation of Parent Connection grades 5 through 12 schools. A plan and timeline will be developed to incorporate all Cluster schools.

Resource: Cluster Site Tech, School Site Tech, Teachers
Cost: TBD, Time Line: 2007.08

Goal 3: Create and support infrastructure that enables a 21st Century education and communication.

Schools must provide an infrastructure that supports ICT Literacy. Technology tools must be accessible to all students, reliable and always on. Schools must pay particular attention to those students that do not have access at home to ensure equitable access to all students.

Task 3.1: *Follow SDUSD standards for purchasing and supporting technology. Order computers from District to take advantage of 24/7 on-site support and warranty.*

SDUSD now provides support and maintenance for all computers that are ordered through SDUSD. The service contract provides that tech support respond to the school site to fix or replace a computer within 24 hours.

Resources: School Site Tech, Cost: \$0, Timeline 2007.08

Task 3.2: *Benchmark all cluster schools existing computer ratios. Establish minimum computer/student ratios for all schools - 4 to 1 minimum moving to a 1 to 1 ratio.*

Schools should have a minimum computer to student ratio of 4 computers for every 1 student. Computers included in benchmark will have minimum of XP operating software, Microsoft Office applications and be internet ready. For Macintosh computers, same with minimum OS 10 operating system. Ideally, computers are clustered in areas that can provide students a minimum of 2 to 1 access (ideally these area(s) would provide 1 to 1 access.

Resources: School Cluster Site Tech and School ICT Literacy Coordinator

Cost: \$0, Timeline: Bench Mark School Ratio 10.1.07

Task 3.3: *Create an [ibrary](#) (a next generation library) at every school which converges traditional text and digital learning resources.*

The ibrary should have an abundance of 21st Century learning tools and becomes the hub of digital literacy training and information for both teachers and students, provide 1 to 1 computer access for students and be equipped like a digital classroom with internet (wired and wireless), projector, screen, document camera, scanner and network printer.

Resources: Staffing of full-time Library Media Teacher, Cost: Resource Allocation, Time Line 2007.08. Each school to develop timeline.

Task 3.4: *Ensure each school has adequate access to IT Support (keeps technology working), credentialed Library Media Teacher ("ibrarian") and Site Tech (student information system - Zangle, etc).*

Currently, middle schools and high school have certified and full-time Library Media Teachers (LMT) that supports ICT Literacy, a full-time Information Technology (IT) person that supports network and computers and a Site Tech (ST) person that supports Zangle, etc. The elementary schools do not have the same resources. This task would evaluate the staffing needs and the possibility of roving resources for the cluster for adequate support.

Resources: Staffing of LMT, IT and ST. All school principals and area superintendents, Cost: Resource Allocation, Timeline 2007.08

Task 3.5: *Work with SDUSD to ensure adequate bandwidth to each school.*

Resource: SDUSD IT and Site IT

Cost: District Cost

Time Line: 2007.08

Task 3.6: *Convert all classrooms to "digital classrooms".*

SDUSD Ed Tech has defined digital classrooms as having the following: the Internet, laptop, projector, document camera, projection screen and scanner. (This is complete at Dana, Correia and Point Loma High)

Resource: Ed Tech, Cost: Approximately \$5,000 per classroom.

Time Line: 2008 – 2010 (Each school to develop own time line by end 12.31.07)

Task 3.7: *Establish “digital work areas” at each school site.*

Each school should identify digital work areas in addition to the library to create connected learning areas and providing access for all students.

Resource: Library Media Tech and Staff, Cost: TBD’ Time Line: 2007.08

Task 3.8: *Provide each student (4th grade and above) with a “Digital Locker” to store all homework and school documents. Train all teachers and students to use this tool.*

For the last few years, all students (5th grade and above) have had their own digital locker (a place where they can store homework on the internet). This year, the digital locker tool was expanded to 4th graders at Loma Portal and Ocean Beach Elementary schools. This task would provide that all students, grades 4 and above would have access. The solution provider will provide training to all teachers (who then can teach the students).

Resource: Ed Tech / Web Lockers / School LMT / Teachers
Cost: \$1.00 per student per year, Time Line: 12.31.07

Task 3.9: *Increase awareness and utilization of Live Homework Help (free online tutoring) by requiring all students to use for a homework assignment.*

In January 2006, a partnership between SDUSD, City Library and the business community made certified online tutors *available to all students grades 4 through 12*. This service is free and is available 7 days a week in English and Spanish. To increase awareness, utilization and student achievement, each teacher will require each student to use Live Homework Help.

Resource: All teachers, Cost: \$0, Time Line: 10.1.07

Task 3.10: *Standardize remaining school web sites in cluster (Dewey, Barnard and Cabrillo) to use powerful web site applications that are used by all other cluster schools.*

Encourage and support all schools in the Point Loma Cluster to utilize the powerful web site application currently utilized by 7 of the 10 cluster schools. This web application does not require any software and is extremely easy to use. It enables the schools to post real time news, calendars and class schedules. Schools can also set up online stores and accept online

contributions. Teachers can post podcasts and homework assignments. Training is provided and tech support is unlimited.

Resource: 1 Staff and 1 Parent. All teachers and administration.

Cost: \$4,000/yr, per school, Time Line: 12.31.07

Task 3.11: *Appoint a “Web Team” at each school.*

Each school will create a Web Team to ensure school sites and teachers take full advantage of the web site application. The Web Team will also help support the teachers.

Resource: One staff person and one parent. Cost: \$0, Time Line: 9.15.07

Task 3.12: *Upgrade each school campus to be wireless (Wi-Fi). Always on, always connected.*

Additional resources remain for schools to make school campus and classrooms wireless. Point Loma High School, Dana and Correia have completed. At a minimum, elementary schools shall make ‘ibrary’s” and other collaborative areas wireless. Schools will make parents and visitors aware of the wireless access to promote and encourage usage.

Resource: SDUSD Prop. MM, Cost: Each school will create its own budget. Time Line: 2007.08

Task 3.13: *Post all online resources that students have access to on each school web site and Cluster web site.*

All students have access to many online resources provided by SDUSD. This includes online databases, reference sites, video streaming, online textbooks and more. Many parents, students and teachers are not aware of the available resources.

Resource: LMT and Web Team, Cost: \$0, Time Line: 10.1.07

Task 3.14: *Provide broadband (high speed Internet) to every student home (like free lunch, if student cannot afford, it is subsidized - free or reduced).*

Each student should have access to broadband in the home and this needs to be on the agenda of SDUSD, City of San Diego, parents, teachers and community.

Resource: SDUSD, Cost: District Cost, Time Line: 2010

Task 3.15: *Provide each student a laptop (one to one). Develop sustainable economic model.*

One to one initiatives are occurring in school districts all over the US. One to one initiatives include online curriculum and assessment, broadband to every student's home, applications available to all students (web based and on computer) and education (training and supporting teachers). Use of these 21st century delivery tools will help ensure an increase in student achievement. This will also force elimination of the extremely expensive, inefficient use of textbooks.

Resource: SDUSD / Other

Cost: Less than total cost of ownership of current textbook model (\$40 per month, per student).

Time Line: 2010

Task 3.16: *Implement Parent Connection at each school to increase communication and student achievement.*

The SDUSD Student Information System (Zangle) enables teachers to post homework and semester grades real time. Each parent is given a user name and password which enables the parent to login through a web portal to view their student's homework, grades, attendance, transcripts, immunization records, etc. Cluster wide implementation of this tool will increase parent communication and student achievement.

Resource: Site Tech / All teachers, Cost: \$0, Time Line: 12.31.07

Task 3.17: *Implement "emergency text message" system for all students, parents and guardians.*

This would enable all to receive a text message in the event of an emergency.

Resource: SDUSD IT and School Site Techs, Cost: TBD, Time Line: 12.31.07

Task 3.18: *Full time roving Cluster Site Tech and IT Support person for elementary schools.*

Resource: TBD, Cost: TBD, Time Line: TBD

Goal 4: Engage educators, employers, community members, parents and policymakers in an ongoing dialogue that provides recommendations and advice about 21st century education.

Task 4.1: *Expand "Innovation in Education" community forums. Bring in thought leaders in education to increase ICT awareness and enhance vision. (Example [Alan November Session, Watch Video](#)), minimum 3 sessions per year.*

Schools can combine resources to bring in educational thought leaders to our community. This forum can serve to increase awareness, literacy and momentum in our cluster schools.

Resource: Principals, Teachers, Area Superintendent, PLCC ICT Coordinators,
Cost: \$15,000 to \$20,000, Time Line: 2007.08

Task 4.2: *Hold fall and spring session digital literacy workshops rotating school sites in our cluster for parents, teachers and community members.*

By hosting digital literacy workshops, we can increase digital literacy of teachers, parents, community members and students. Volunteers (parents or others) can lead training sessions. Example of sessions held at Correia and Loma Portal – Get Connected. These workshops will help increase digital literacy and promote ICT Literacy in our Cluster.

Resource: 3 to 6 Volunteers, Cost: None,
Time Line: Fall, Winter and Spring 2008

Goal 5: Adopt (create and define) standards that incorporate 21st century tools and century learning skills.

Standards must encompass more than technology proficiency (competency in technology), which is too narrow of a skill. Instead, students must be competent in ICT Literacy (Competency in learning skill through the use of technology) – using 21st Century tools and learning skills that will enable them to become passionate, lifelong learners. Tools include podcasting, blogging, multi media, etc.

Task: 5.1: Form a cluster wide task force that will evaluate and enable and age appropriate online curriculum, online assessment and online supplemental resources.

Resources: Area Superintendents, SDUSD Ed Tech and School Staff.
Cost: TBD, Time Line: Winter 2008

Task 5.2: *Adopt SDUSD Ed Tech Standards for [ICT Literacy and Technology Competency](#). Establish a plan to ensure all students meet minimum proficiency requirements.*

Ensure that each student is Technology Competent. SDUSD Ed Tech provides specific technology competencies that should be expected at each grade level. The Technology Competencies Rubrics are tools that can be used to assess what students will be able to accomplish by eighth grade as mandated by NCLB and the San Diego City Schools High School Technology Equivalency requirement for graduation.

Resources: All teachers / Ed Tech, Cost: TBD, Time Line: 2007 to ?

Goal 6: Embed ICT Literacy into current standards, curricula and assessments for core subjects.

Identify relevant and engaging, content and context across all curriculum areas and grade levels. [Critical Thinking and Problem Solving](#), [Communication](#), [Creativity and Innovation](#), [Collaboration](#), [Information Literacy](#), [Contextual Learning](#).

Task 6.1: *Create ICT Literacy Standards and road maps for all main content areas. See the ICT Literacy Maps for [Math](#), [English](#), [Science](#), [Social Studies](#).*

Resource: SDUSD Ed Tech, Area Superintendents, Administration and Teachers, Cost: TBD, Time Line: TBD

Task 6.2: *Utilize online curriculum and assessment that is web enabled, dimensional, hyperlinked, and interactive and real time.*

Start with Math and English. Automate assessment as much as possible to free up teachers time and to provide real time assessment to students. Examples: [Cognitive Tutor](#) for Math, [My Access](#) for English. (Correia Junior High is currently using these assessment tools).

Task 6.3: *Implement requirement for at least one project based assignment for grades 4 and over.*

Incorporates ICT Literacy skills that utilize digital tools as a requirement for teachers and students. Example: teacher posts homework to school web sites and podcasts supplemental material. The student uploads assignment to web locker. Teacher's podcast, link, blog, post homework to web and post grades real time. Students post homework to digital lockers, podcast research. LMT and Ed Tech will assist in developing and implementing at least one project based learning assignment for every grade.

Resource: SDUSD Ed Tech, Teachers, Administration

Cost: TBD, Time Line: 2007.08

STRATEGIC AREA #3 LEARNING COMMUNITIES

Definition- The identification and provision of continual, educational growth opportunities of all stakeholders (teachers, administrators, parents, and community members) in service of improving quality student learning.

GOAL 1: To improve the quality of student learning by providing innovative, collaborative, and continual educational growth opportunities for all stakeholders (i.e. parents, teachers, administrators).

Task 1.1: Identify monthly common minimum day learning opportunities for all K-8 schools.

- Pt Loma High School will have 5 minimum days for teacher collaboration – 2007-2008 school year.

Task 1.2: Assess teacher needs and develop a literacy-based grade level professional development plan

Task 1.3: Identify exemplary teachers and provide release time for classroom observations

Task 1.4: Identify content experts and outside consultants to enhance learning.

Task 1.5: Provide workshops within the District and access to professional development outside of the District

Task 1.6: Identify time for teacher articulation at all three levels

Task 1.7: Assess parent needs and develop a plan for cluster wide parent education opportunities. For example: Math and Science parent workshops

Resources: \$20,000 district funds for A.1 grade level facilitators
A.3 sub teacher expense
A.5 teacher workshop pay

Timeline: 2007/2008 school year

GOAL 2: Ensure seamless articulation among the elementary, middle and high schools. Continue the academic, character and emotional growth begun in elementary school.

Task 2.1: Create teacher and counselor articulation work groups by subject matter.

Resources:

Timeline:

GOAL 3: Encourage parents to become involved in the education of their children. The PLCC recognizes that a child's education is a responsibility shared by school and family during the entire period of the child's education.

Task 3.1: Develop a parent volunteer database to enhance parent involvement throughout the entire K-12 experience so that parents can share strategies and efforts across campuses.

Task 3.2: Provide professional development for teachers and administrators on how to build home - school partnerships.

Task 3.3: Tap parent expertise to assist with the light speed initiative, math/language arts tutoring, assistance in phys. Ed., Programs, arts, after-school programs, etc.

Resources: PTA

Timeline:

STRATEGIC AREA #4 LEARNING ENVIRONMENT

Definition- The seamless articulation of curriculum from grade to grade, elementary school to elementary school, primary level to secondary level, plus the creation of well-maintained, safe facilities that support optimal student learning.

GOAL 1: Create a safe, welcoming, and healthy learning environment

All students will have an opportunity to realize their full academic, social, and physical potentials in an inspiring, supportive and secure environment.

Task 1.1: Create and enforce a cluster-wide Code of Conduct, establish behavior and academic norms for students, parents, teachers, and principals, involve parents in the education of their children, and emphasize respect and consideration
Initiate task force by October 31, 2007
Develop consensus by May 31, 2008
Implement during 2008/9 school year

Task 1.2: Define and promote the principles of good character; implement character-based learning programs; and K – 12 P.E. Coaches to share character development ideas - good sportsmanship, respect, and treating others the way you want to be treated - key attributes in developing character and a safe learning environment

Develop consensus by May 31, 2008
Implement during 2008/9 school year

Task 1.3: Create programs that increase the safety of students arriving and departing school
Initiate a safety communications program with local merchants and the Peninsula Beacon Journal reminding drivers to exhibit due caution
Timeline to be developed by Marketing Committee

Collaborate with City and Police Department- enforcement of traffic laws; review bell times, traffic patterns, walking patterns, and bicycle lanes for safety around school zones; provide signage and flashing lights in school zones; and paint curbs
Initiate task force by October 31, 2007

Develop consensus by March 31, 2008

Speak in a strong unified voice and collaborate with the San Diego City Council to develop ordinances prohibiting recreational vehicles from parking near any school *Present to Council member Kevin Faulconer by October 31, 2007*

Implement January 1, 2008

Task 1.4: Ensure school facilities are conducive to learning and physically appealing

Initiate standing committees at each school site by October 31, 2007

Initiate beautification programs- murals, artwork, display cases, landscaping, and tile projects

Emphasize environmentally safe “green” cleaning; children in particular are at risk from exposure to toxic chemicals because their bodies are undergoing rapid growth and development

Task 1.5: Promote balance and a healthy campus lifestyle

Update menu options to improve nutritional content and healthy choices; enhance Kids-Choice Café and National School Lunch and Breakfast Programs

Initiate task force by October 31, 2007

Develop consensus by March 31, 2008

K – 12 P.E./ Coaches to share physical activity ideas - fit children allocate more cognitive resources towards the task, as well as processing information faster; also encourage participation in before-school running programs

Implement before Thanksgiving

PLC graduates will be knowledgeable about behavior, basic finances (balancing a checkbook and use of credit cards), and health issues (nutrition, exercise, and personal hygiene); participate in community programs such as JA BizTown

Task 1.6: Create a welcoming and inclusive environment

Hold welcoming orientations, and provide invitations/ opportunities for students and parents to visit campuses prior to articulation

Bring children together at young ages and develop sportsmanship and friendships that will last through the K - 12 articulation via PLC athletic and social programs -- Little League, San Diego Recreation Centers, YMCA, Peninsula Soccer, softball, etc.

Initiate task force by October 31, 2007

Develop consensus by March 31, 2008

GOAL 2: Rigorous Learning Environment

Create a learning environment that supports every student in achieving his or her highest academic potential and fosters a college-going culture; and supports teachers as learners

Task 2.1: Create high-achieving learning environments

Initiate ongoing task force by March 31, 2008

Develop Action Plan by March 31, 2009

Involve all students in a variety of learning activities that are challenging and aligned with learning goals, and promote engaged learning

Provide academic, social, and language support for all students, especially struggling learners who need more time or repeated efforts to learn rigorous material

Provide requisite resources for the GATE and Seminar programs to meet the need

Increase rigor within the career and technical education courses

Synergize school and public libraries – extended access and copies of textbooks

Develop consensus by October 31, 2007

Develop action plan by May 31, 2008

Task 2.2: Honor diversity and provide English language support

Initiate ongoing task force by March 31, 2008

Develop Action Plan by March 31, 2009

Language skills are essential -- they serve as the necessary basis for further learning and career development -- and enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation

Establish a culture of English language proficiency at the youngest possible ages, so that children can focus their learning on curriculum versus catch-up

Bring non-resident students into the cluster beginning in Kindergarten so they will feel part of the cluster culture, share experiences, develop multicultural friendships, and respond to academic expectations

Task 2.3: Develop a passion in students to pursue life-long learning opportunities

Initiate task force by March 31, 2008

Develop consensus by May 31, 2008

Implement during 2009/10 school year

Every PLC student will take the California High School Exit Exam by the end of 10th grade; additional academic support will be provided to students who do not pass

All PLC students, regardless of post-high school plans, will be encouraged to take the A-G college preparatory courses

Educate PLC middle-school students about post-high school options and the importance of education; develop relationships with local colleges

PLC students will have an appreciation for the cultural arts (books, music, art, comedy, and plays)

Task 2.4: Continual professional development of teachers

Timeline to be developed by Learning Community Committee

Increase the number of qualified teachers to teach rigorous academic courses

Increase teachers' capacity to incorporate career and technical education, digital learning, the arts, and academic curriculum into the classroom experience

Communicate performance expectations of teachers, including interactions and communications with students and parents; emphasize to the District to modify the teacher union contract to allow accountability

Task 2.5: Every PLC School will meet the eligibility criteria, which reflects the consensus of the education community regarding what constitutes a quality education program, to be nominated as a California Distinguished School

Initiate standing committees by March 31, 2008

Develop action plan by May 31, 2008

GOAL 3: Relevant Learning Environment

Create a relevant learning environment that provides ongoing opportunities to connect with and explore the real world

Prepare students to be productive in the San Diego economy, which is being propelled by high-technology companies competing in the international marketplace

Task 3.1: Enhance and enrich the curriculum in ways that inspire students

Emphasis on integrating the science and math curriculums and developing curriculum for science electives beginning in the middle schools -- of the 20 fastest-growing occupations projected for this decade, 15 require substantial science or math preparation

Initiate standing committees by October 31, 2007

Develop action plan by May 31, 2008

Expand and integrate the visual arts, performing arts, and music programs into the K-12 curricular areas as a means to encourage creative thinking

Initiate standing committees by October 31, 2007

Develop action plan by May 31, 2008

Integrate the use of information communication technology and digital media in the learning process; digital technologies are changing the way people learn, play, socialize, and participate in civic life; access to this culture will shape which youth will succeed and who will be left behind as they graduate school and enter the workplace

The Technology committee will develop the plan and timelines.

Purchase textbooks digitally supported via remote access and with links to topic-related web sites; and provide online tutoring opportunities which help those students at risk who need it the most

Task 3.2: Create relevant learning opportunities

Initiate standing committees by October 31, 2007

Develop action plan by May 31, 2008

Participate in community internship programs -- science, computer sciences, and digital media – and tie career and technical education courses into community learning programs

Create relevance within academic courses through project-based learning and student-led interests

Involve all students in a variety of learning activities that draw on the culture, life experiences, and knowledge of all students

Incorporate multi-culturalism within the curriculum; acknowledging that learning takes place when it connects with a student's culture

Initiate more after-school clubs and programs at middle and high schools

GOAL 4: Personalized Learning Environment

Create a personalized learning environment that honors the need for meaningful adult / student relationships and the individual capacities of each student

Ensure no child is left behind or held back from achieving his or her full potential

Initiate ongoing task force by March 31, 2008

Develop Action Plan by March 31, 2009

Task 4.1: Achieve academic excellence through differentiated curriculum

Maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process

Challenge students most of the time; each task put before the learner will be interesting, engaging, and accessible to essential understanding and skills; emphasize critical and creative thinking as a goal in lesson design

Recognize and react responsively to each student's varying background knowledge, readiness, language, preferences in learning,

and interests; instruction will require supports, additional motivation, varied tasks, materials, or equipment for different students in the classroom

Ensure instruction is concept-focused and principle-driven; content addresses the same concepts with all students but is adjusted by degree of complexity for the diversity of learners in the classroom

Utilize flexible grouping based on the content, project, and on-going assessment of student readiness and growth

Task 4.2: Enhance the student / teacher relationship

Provide personalized adult advisor/ student relationships at the high school level - giving each student an “adult advocate” on campus - and create advisory groups

Optimize class sizes and implement

- Perhaps a student/ teacher ratio of 25:1 for 4th to 8th grades
- Perhaps a student/ teacher ratio of 35:1 at the high school level

Task 4.3: Utilize adult expectation to increase student performance

Support the capacity of each student to learn at a high level

Provide GATE-style learning options that modify depth, complexity, and novelty of the core curriculum to all students who can benefit from it

Ensure that there is a relevant basis if a student is being ‘tracked’

Goal 5: Globally Responsible Learning Environment

Create a globally responsible learning environment that fosters the capacity for democratic participation, civic responsibility, and global citizenship; and supports students and teachers as leaders

Task 5.1: Emphasize being a good citizen

Task 5.2: Create awareness of our interrelationship with the environment

Initiate ongoing task force by March 31, 2008

Develop Action Plan by March 31, 2009

Equip students with the knowledge and skills they will need in the future to manage the complexities of the environmental impact inherent in all activities

San Diego's proximity with the Pacific Ocean, Scripps Institution of Oceanography, and Hubbs-SeaWorld Research Institute present wonderful interactive teaching opportunities

Initiate green recycling programs and energy efficiency programs; and emphasize environmentally safe "green" cleaning in school facilities and in the community

Initiate standing committees at each school site by October 31, 2007

Task 5.3: Impart knowledge and understanding of U.S. (and world) history and government

Initiate ongoing task force by March 31, 2008

Develop Action Plan by March 31, 2009

High school students will be able to correctly answer the questions on the U.S. Naturalization Exam

PLC students will have an appreciation of world geography, history, and cultures

Secure civic-oriented internship opportunities

Encourage student-led civic involvement at the school and cluster level

Be "Smarter Than a 5th Grader" and not be embarrassed as a Jay Leno "Jay Walk All Star"

Task 5.4: Encourage multiculturalism and bilingualism

Initiate ongoing task force by March 31, 2008

Develop Action Plan by March 31, 2009

Students in PLC schools have diverse cultural backgrounds, primary languages, and needs

Students can increase self-awareness and tolerance by learning about each other's cultures, customs, and religions

San Diego's proximity with Mexico and the Pacific Rim presents a wonderful opportunity for students with bilingual skills

5. Marketing (includes Stakeholder Experience)

Definitions-

Marketing: All tasks associated with the communicating the Vision, Mission and Goals of the PLCC to all community stakeholders. All tasks associated with the Public Relations and ‘Selling’ of our group to the stakeholders, local businesses, the media and the community at large.

Stakeholder Experience: This is both the rational and emotional image of each Stakeholder group that is created whenever individuals of that group come into contact with or touches any of the schools of the Point Loma Cluster. A “touch” includes things such as 1 to 1 interactions, group interactions, written communications, electronic communications, etc.

Goal 1:

Come up with a Tagline for campaign Press Release, Newsletters, e-Blast Campaign, and Paper campaign to 4th and 6th graders.

Task 1.1: Brainstorm ideas for Tagline

Task 1.2: Include “who we are” and “what we want to do.”

Task 1.3: Use the tagline in Press Release, on website, and other publications.

Resources: Marketing Committee, Free

Timeline: May 2007 (done)

Goal 2:

Gather and disseminate cluster information through the Beacon, relevant newspapers, television news stations, etc. to inform and to encourage involvement in the PLCC.

Task 2.1: Create a Marketing campaign to include a press releases and history.

Task 2.2: Establish partnership with the Beacon and other relevant sources.

Task 2.3: Beacon liaison to consolidate and communicate cluster activities.

Task 2.4: Send a consistent eBlast with relevant information (at least quarterly).

Resources: Committee members 4-6, Free

Timeline: To begin June 2007

Goal 3:

To have a mailer, 1-2x/year, go out to entire community (attendance area for all cluster schools) to inform and promote activities, highlights and other noteworthy items.

Task 3.1: Determine a method of distribution, printing and funding.

Task 3.2: Coordinate with committee from Goal 2 & 5 for relevant information.

Resources: 2-3 people, source for task 3:1

Timeline: January and June. (2x/year).

Goal 4:

To have cluster wide events that bring schools and community together. May include: community cluster events and collaborative school events.

Task 4.1: Invite cluster to school sponsored events. (Such as Home Coming, Sports events, Variety Shows, Carnivals, Open Houses, Student Performances, Movie Night, Concerts, etc.)

Task 4.2: Host a walk/run event for the Cluster.

Resources: Members of each school and community. Committee for Task 4.1 and 4-2.

Timeline: ongoing

Goal 5:

Maintain a calendar of Events for the entire cluster on the cluster web page for community as well as stakeholders reference.

Task 5.1: Have a point of contact person for all calendar cluster events to manage and maintain PLCC website calendar.

Task 5.2: Communicate with Goal 2 committee.

Resources: 1 person, no cost

Timetable: Immediately

Goal 6:

To encourage feedback from stakeholders to get additional information that will help the Point Loma Cluster Council know how they are doing and make further decisions.

Task 6.1: Create a Blog for concerns / solutions.

Task 6.2: Appoint a chairperson to monitor direction of Blog and to communicate feedback to the PLCC at our monthly meetings.

Resources: 1 person, no cost

Timeline: immediately

APPENDIX

The Point Loma Cluster Culture "WHO WE ARE AND HOW WE DO THINGS" VALUES / DEFINITIONS / EXPECTED BEHAVIORS

EXCELLENCE

Definition:

Educational superiority attained through perseverance, hard work and dedication to learning.

EXPECTED BEHAVIORS FROM STAKEHOLDERS

TEACHERS:

1. Assess each student and plan a program that will meet individual needs, help each child reach their full potential.
2. Attend training and professional development focused on best practices.
3. Share ideas with colleagues about how to improve teaching skills (onsite and cluster wide).

PARENTS:

1. To support teachers by staying in contact and up-to-date by using the website, eblast and parent connect.
2. Commit to volunteer for one enrichment program.
3. Provide time and place to do homework.

ADMINISTRATORS:

1. Focus on academic achievement through all activities and performances.
2. Recognize and encourage academic excellence by celebrating with acknowledgements and positive reinforcement for all stakeholders.
3. Provide consultants in specialized areas where needed.

COMMUNITY:

1. Support academic programs by volunteering.

COLLABORATION IDEAS

1. To have summer school classes for enrichment, as well as remedial. Include subjects like Arts, Science, Math (so kids can work UP in level), Spanish (language), etc.
2. Have "Everyone a Reader" program across all elementary schools (1st-3rd grade).

INTEGRITY

Definition:

Education with a foundation of honesty, courage and respect.

EXPECTED BEHAVIORS FROM STAKEHOLDERS

TEACHERS:

1. Recognize teachable moments.
2. Honor a positive professional code of conduct towards students, parents and colleagues.
3. Attend all scheduled meetings
4. Ask for "Please" and "Thank You".

PARENTS:

1. Honor commitments.
2. Ask for "Please" and "Thank You".
3. Be a well-informed steward of our cluster.
4. Model integrity.

ADMINISTRATORS:

1. Be open, honest and available to all stakeholders.
2. Modeling to stakeholders.
3. Promoting site programs for positive reinforcement.

COMMUNITY:

1. Model integrity.
2. Honor commitments to cluster schools.

INNOVATION

Definition:

An educational program which uses creative problem solving, global thinking and exploration and “risk” taking to determine and implement change so that our students can be well prepared to actively participate and be contributing members of society.

EXPECTED BEHAVIORS FROM STAKEHOLDERS

TEACHERS:

1. Use technology and equipment available (computers, document cameras, website/page, web lockers, email, parent connect/Zangle, etc.)
2. Incorporate technology into classroom learning and curriculum.
3. Engage students in projects that require them to construct meaning about their place in the world and their impact upon it.
4. Discuss learning outcomes with stakeholders and solicit ideas for alternative/multiple paths to desired goals.

PARENTS:

1. Keep up with technology (by using what’s available and attending trainings).
2. Be an advocate for more meaningful school-wide programs
3. Model good use of resources (ie. recycle programs).

ADMINISTRATORS:

1. Consider the future needs of your students to ensure we provide opportunities to problem solve, creatively think and consider alternatives.
2. Planning for long term advances in technology (w/equipment and training).

COLLABORATION

Definition:

Respecting and valuing input from all community members (students, parents and staff) and working together to create a superior educational program.

EXPECTED BEHAVIORS FROM STAKEHOLDERS

TEACHERS:

1. Communicate regularly with parents through conferences, e-mail, phone calls and newsletters and enlist their support and help in educating their child.
2. Vertical teaming for seamless articulation.
3. Grade level/subject collaboration both on site and cluster wide.

PARENTS:

1. Be available to meet with teachers.
2. To support Parent Groups financially and/or as a volunteer.
3. Be part of the solution by being part of the PLCC.

ADMINISTRATORS:

1. Attend and participate in all scheduled cluster meetings.
2. Listen to all stakeholders, engage in shared decision-making, and implement strategies that will benefit the cluster.
3. Provide time for teachers to collaborate.

COMMUNITY:

1. Support volunteer programs at schools. (ie. Everyone a Reader, etc.)
2. Support fund raising efforts and programs with sponsors, donations & community partnerships.

COLLABORATION IDEAS

1. Cluster wide quarterly principal meetings.
2. Presidents of parent organizations meeting 1-2/year to share ideas, goals, direction.

BALANCE

Definition:

Encouraging students to discover and then maintain a balance that includes physical, emotional and mental fitness.

EXPECTED BEHAVIORS FROM STAKEHOLDERS

TEACHERS:

1. Develop and present a curriculum that addresses the whole child – academically, socially, emotionally and physically.
2. Have classroom or advisory meetings to give children the opportunity to voice their concerns about any problems they are having, relationships, etc.
3. Monitor homework load

PARENTS:

1. Provide balance with homework, downtime, extracurricular activities, exercise, volunteer, community involvement, etc.
2. Pack a healthy lunch and snack
3. Model a balanced lifestyle

ADMINISTRATORS:

1. Ensure that our school provides a well-rounded educational program.
2. Use budget wisely to provide a balance in programs.

Online References:

Point Loma Cluster Meeting Video/Information

- To read the article:
http://correiamiddle.com/apps/news/show_news.jsp?REC_ID=16461&id=0&rn=6754
- To see the video:
<http://correiamiddle.com/video.jsp?rn=7621>
- To see presentation materials and cluster information:
http://correiamiddle.com/association/org_docs.jsp?dir=Cluster%20Meetings&rn=6725 [Point Loma Cluster School Blog](#):
- Ideas and Comments for Our Community Schools and a 21st Century Education for Our Children! http://ibrary.typepad.com/ibrary/2006/04/point_loma_clus.html
- California Department of Education - Frequently Asked Questions from parents, educators, and school boards on middle grades education. www.cde.ca.gov/ci/gs/mg/faq.asp#quest11
- 2000 Point Loma Cluster Study. <http://www2.sandi.net/ptloma/Departments/PLCluster/PLCluster.htm>
<http://www.ibrary.com/readandlearn/>
<http://www.ibrary.com/reference/>
- ICT Literacy Reference sites.
<http://www.ibrary.com/readandlearn/>
<http://www.ibrary.com/reference>
- Point Loma Cluster Website.
www.pointlomacluster.com

**Overview of Cluster Test Scores
Demographics 2005 – 2006**

Point Loma Cluster

School	Sunset View	Silver Gate	Ocean Beach	Loma Portal	Cabrillo	Dewey*	Barnard*	Dana	Correia	PLHS	Total	Total %
Grade Level	K-4	K-4	K-4	K-4	K-4	K-4	K-4	5/6	7/8	9-12		
API												
API Overall	892	862	808	800	785	886	693	785	726	697		
White	931	896	868	864				856	822	783		
Hispanic	772	806	710	698	759	0	0	742	648	610		
Socio. Dis.	750	796	745	713	753	648	625	732	648	626		
ELL								665	592	565		
Stud/Dis.										462		
Student Population												
Total Students	433	430	287	346	243	243	181	967	981	2015	6126	
Ethnicity %												
White	71%	66%	57%	54%	31%	33%	41%	47%	48%	47%		
Hispanic	21%	24%	32%	33%	52%	37%	39%	36%	37%	41%		
African American	3%	7%	6%	6%	11%	20%	15%	10%	8%	7%		
Filipino	2%	1%	1%	3%	2%	3%	1%	2%	2%	1%		
Asian	3%	2%	1%	2%	2%	5%	1%	4%	3%	2%		
Other	0%	0%	3%	2%	2%	2%	3%	1%	2%	2%		
Ethnicity Total												
White	307	284	164	187	75	80	74	454	471	947	3044	50%
Hispanic	91	103	92	114	126	90	71	348	363	826	2224	36%
African American	13	30	17	21	27	49	27	97	78	141	500	8%
Filipino	9	4	3	10	5	7	2	19	20	20	99	2%
Asian	13	9	3	7	5	12	2	39	29	40	159	3%
Other	0	0	9	7	5	5	5	10	20	40	100	2%
	433	430	287	346	243	243	181	967	981	2015	6126	100%
Socio Economic												
Free Lunch	22%	32%	52%	33%	59%	64%	56%	43%	49%	39%		42%
	95	138	149	114	143	156	101	416	481	786	2579	
English Language												
ELL	11%	18%	23%	24%	20%	22%	37%	13%	19%	12%		16%
	48	77	66	83	49	53	67	126	186	242	997	
Parents College												
% of Parent's College Grad.	35%	25%	23%	32%	16%	9%	22%	23%	22%	29%		25%
	152	108	66	111	39	22	40	222	216	584	1559	

*API's based on small schools less reliable, data to be carefully interpreted