

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – PLACE@Prescott Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for PLACE@ Prescott Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Single Plan for Student Achievement builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for PLACE@ Prescott Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: PLACE @ Prescott

6002125

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

DEMOGRAPHICS: Prescott has been in the West Oakland community since 1869, being one of the oldest schools in Oakland Unified School District! During the 2005-2006 school year, Prescott transitioned from a school of almost 500 students to a "new-small school" re-named as "PLACE @ Prescott" (Preparatory Literary Academy of Cultural Excellence), designed to serve less than 300 students. This transition was designed to better serve the academic, social, and cultural needs of the students of this West Oakland neighborhood. In the last six (6) years, our enrollment has decreased significantly: 2006-2007 @ 297; 2007-2008 @ 281; 2008-2009 @ 262; 2009-2010 @ 217 (CDC closed during prior school year); 2010-2011 @ 204; and our current school year 2011-2012 @ 184 students. **PROGRAMS:** PLACE @ Prescott is one of the few schools in OUSD that still offers a Spanish-bilingual program (K-3rd grade). We are in the process of offering Spanish language enrichment sessions to our K-1st grade students who are not in the bilingual program. In April 2011, we successfully opened a Pre-K class for 3 and 4 year olds. Next school year 2012-2013, we will be one of ten sites in OUSD to offer a Transitional-Kindergarten (TK) program for students who turn 5 years old during the Fall months. The TK program offers a more developmentally appropriate curriculum for students who will ultimately enter the traditional Kindergarten the following year. Our Attendance rate for 2010-2011 was 92.86%. For the current school year, we have six (6) students with Chronic Absenteeism. Of those six students, 4 are in Kindergarten, 1 is in 3rd grade and 1 is in 4th grade. These six students have been absent 20% or more since the date of enrollment for 2011-2012. There are 29 total students who have been in school 90% or less to date, or 17% of 174 students as of November 2011 data. **STEM:** At the end of last school year, all six of the West Oakland Schools (4 elementary, 1 middle, and 1 high school) were approved to become STEM Corridor Schools (Science, Technology, Engineering, Mathematics). This STEM initiative will provide high quality curriculum, engaging instruction, coherent programming within and across feeder schools, and will provide a rich learning context that will connect students to highly skilled, college preparatory, real-world learning opportunities. Our West Oakland schools began collaborative STEM training and planning process during the summer 2011 and have continued to meet twice monthly throughout our first year of planning. At PLACE

@ Prescott, we decided to focus on Science with a more targeted concentration on the Health and Nutritional Sciences. Our belief is that this concentration provides: -positive opportunity for a paradigm shift toward a healthy community life-style change -educational foundations in health and nutrition; -students and families the support to be retrained for healthy lifestyles and well-being; -a positive development that encourages unity through improved health, economic, and educational access; -life-long health improvement to combat chronic illnesses; and -healthy students ? families ? community! For the last four (4) years, we have embarked on the need to focus on the nutritional and health needs of our students. PLACE @ Prescott students have participated in a nutrition program that provides ?free? meals to all of our students (breakfast, lunch and pm-snack or dinner in the After-School program). 81.6% of students qualify for the free/reduced meal program. With much enthusiasm, we introduced the Salad Bar program three years ago. Through multiple partnerships with OUSD?s Health Services department, we have been able to provide asthma education and support through twice monthly site visits from the Breath-Mobile program courtesy of the Prescott-Joseph Center. For the last two years, we have been able to host Big Smiles an on-site dental clinic which provides exams and treatment to our students monthly. -CONT.-

VISION

CONTEXT - CONT. With much enthusiasm, we introduced the Salad Bar program three years ago. Through multiple partnerships with OUSD?s Health Services department, we have been able to provide asthma education and support through twice monthly site visits from the Breath-Mobile program courtesy of the Prescott-Joseph Center. For the last two years, we have been able to host Big Smiles an on-site dental clinic which provides exams and treatment to our students monthly. We have partnered with the Alameda County Department of Public Health ? Nutrition Services to provide monthly ?Harvest of the Month produce and support materials for teachers to incorporate into instruction. In our collaboration with West Oakland Middle School, we have been provided a full-time on-site counselor through the STARS Community Services. We are supported with a part-time school nurse. Our VISION is to: -transform into a Full-Service Community School; -provide access to effective, high-quality instruction; and -provide access to high quality, pro-active supports, services and resources for health - physical activity - nutrition - medical - dental - recreation - housing - employment - and academic linguistic acquisition. In order to realize this vision, our MISSION is to: -produce students who are healthy in body, mind and soul; and -develop a school-wide focus around Science, emphasizing Health and Nutrition through the lens of Culturally Relevant Pedagogy (CRP). As we ascribe to the principles of STEM (Science-Technology-Engineering-Math) and CRP, we strive to ensure that our students: -will be academically successful; -will develop and/or maintain cultural competence; and -will develop a critical consciousness through which they challenge the status quo of the current social order. PLACE @ Prescott will help to set the stage for future access to highly skilled, college preparatory, real-world learning opportunities for students.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

1. SSC will meet every 4-6 weeks to review benchmark assessment data and discuss proposed intervention strategies/activities targeted toward academic improvement and success; 2. Teachers will meet monthly in PLCs to review data analysis of benchmark, teacher-made assessments and student work; 3. After each benchmark assessment period, teachers will meet in PLCs to determine which three (3) key-standards to focus attention on while preparing for next benchmark assessment and ultimately the CST; 4. Teachers will collaborative design a monthly common assessment, administer to students, and analyze student performance; 5. Teachers will bring student work to PLCs to discuss and determine "How Good Is Good Enough"; analysis will inform teacher practice;

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

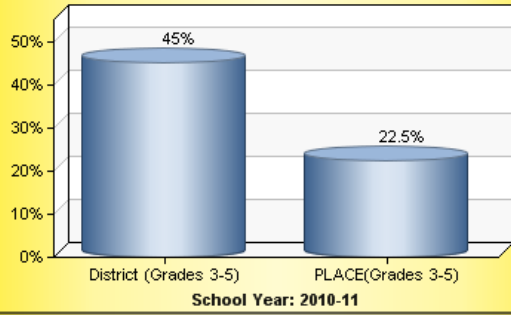
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

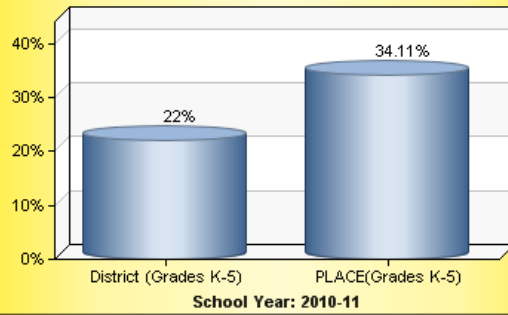
School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

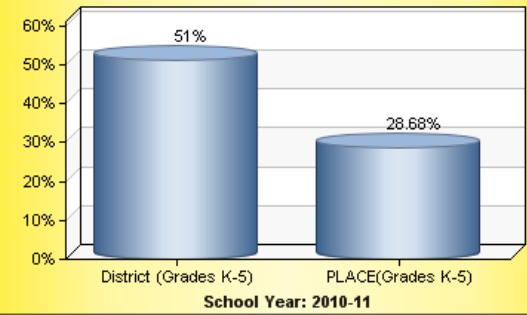
CST/CMA ELA 2 Year Cohort Growth



CST/CMA ELA Below And Far Below Basic



CST/CMA ELA Prof And Adv



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

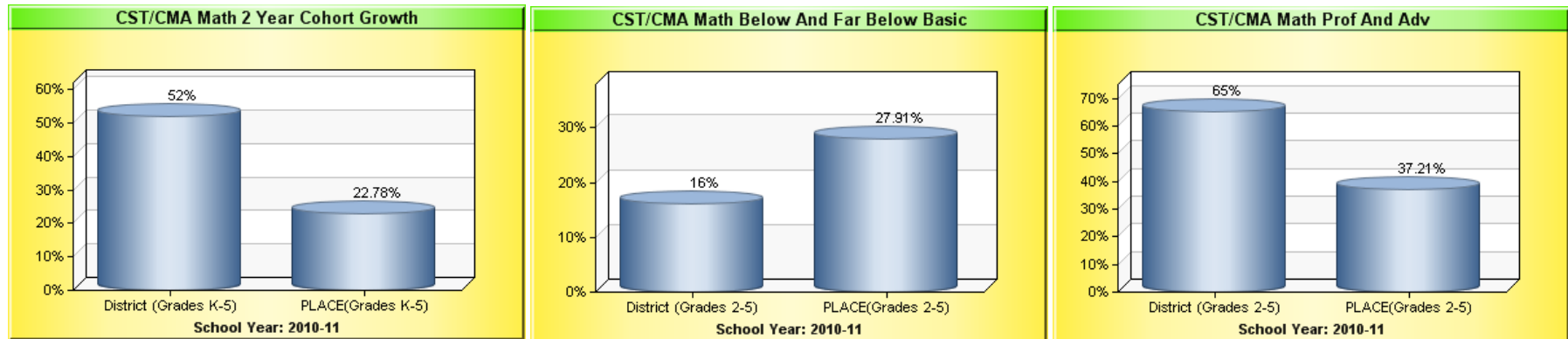
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

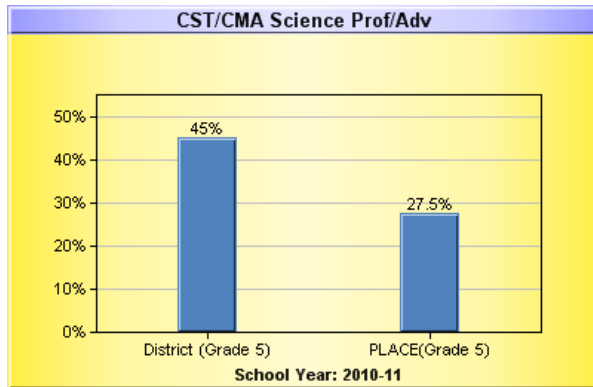
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Data

- 2 computer labs on site ? one with 24 refurbished desk-top DELL PCs with Windows XP and 512 K of memory; the other lab has 24 working IMAC desk-top PCs which are non-internet capable;
- Wireless only available in Library; classrooms have at least 2-3 desk-top DELL PCs 5 Elmos, but only have 3 working LCD projectors; About 25% of families have access to computers/internet at home; Classroom designated as Science Center;

Data Analysis

- Both computer labs are outdated; Furniture & equipment upgrades necessary; computers in classrooms are outdated and all do not operate; do not have a science lab;
- Need to upgrade literature in Library and in classrooms to reflect STEM focus;
- Accelerate movement of FBB, BB students toward Proficient in Math needed to improve student academic achievement
- Lacking science equipment & manipulatives that would allow students hands-on opportunities; need high- tech class supports (smart-boards, smart-room, I-Pads, tablets, wireless WI-Fi capability school-wide);

Theory Action

- If teaching practices focus on indepth, high quality math & science preparation & instruction; and
- if we provide technology wrapped around all content areas with access to school-wide wireless; and
- if we continue to collaborate with the STEM Corridor Schools especially in the Science and Literacy Cohort & we secure funding and develop partnerships to support upgraded science and computer labs;
- if we provide a variety of hands-on-learning & presentation opportunities focused on STEM skills specifically in the areas of health & nutrition & we continue to collaborate with the STEM Corridor Schools;
- then students will be engaged, motivated and meet high academic expectations.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional program is enhanced by use of supplemental	Benchmark scores	All Students	Entire school year	Principal	5/9/2012	183SQ1B3703	Provide supplemental instructional supplies that enhance instructional program - such as	3010-Title I	4310-SUPPLIES		0	\$7,570.00

materials and supplies.							markers, pens, calculators, recognition awards, etc.					
Participate twice a month in STEM Corridor Schools Meetings	development of STEM specific vision/mission/goals/strategies	All Students	by June 2013	Principal, STEM Team	5/9/2012	183SQ11B4347	Participate twice a month in STEM Corridor Schools Meetings	N/A			0	\$0.00
Participate in STEM Science-specific PD centrally & at school site	Increased student participation in Science Fair	All Students	by April 2013	Teachers	5/9/2012	183SQ11B4348	Participate in STEM Science-specific PD centrally & at school site	N/A			0	\$0.00
Teachers will participate in Science & Literacy Cohort Learning opportunities	Participation of 3 teachers and Principal	All Students	August 2012	Teachers & Principal	5/9/2012	183SQ11B4349	Teachers will participate in Science & Literacy Cohort Learning Opportunities	N/A			0	\$0.00
Convene Science Family Night	Participation from 1/3 families	All Students	by May 2013	Teachers	5/9/2012	183SQ11B4350	Convene Science Family Night - provide refreshments	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$350.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Data

- April 2012 pre-registration events (Health/Enrollment Fair, Neighborhood Canvassing) resulted in less than 10 new student registrations;
- 15 students attended the June 2011 Kindergarten Orientation Day & 18 students participated in Summer 2011 K-Camp; 24 students in PreK ? AM class for 3 & 4 year olds - also includes 4 SpEd Inclusion students;

Data Analysis

- PreK registration packet is complex & families either give up or secure space at another PreK site instead of remaining on wait-list for PM class to open.
- Once students begin school in PreK at a site, families tend not to change the school. If we don't catch students at PreK level, it reduces opportunity to pick them up in K or 1st grade & thereby miss an opportunity to increase enrollment.
- We don't have any transition experience for our promoting 5th graders. Would like to develop a day for our 5th graders to visit West Oakland Middle ? our sister STEM school, where the majority of our students transition to.
- Students who attended K-Camp last summer and those who attended a PreK program were well-prepared to enter Kindergarten. Those students adjusted to K-expectations faster than those students who did not have similar experiences before entering K.

Theory Action

- if we provide PD to staff & collaborate with other schools implementing the TK program - in preparation for integrating our own TK program;
- if we provide health resources and information which is needed to complete the registration process;
- if we provide transition activities to WOMS - West Oakland Corridor STEM school - for our 5th graders;
- if we provide opportunities for staff to collaborate with other STEM schools to share best practices & to encourage robust feeder options;
- then student pre-registration and school-wide enrollment will increase, and promoting 5th graders will have some familiarity with the middle school

environment.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
will provide a TK program based on developmentally appropriate practices.	enrollment of TK eligible students	All Students	October 2012	Principal	4/13/2012	183SQ1C3691	will provide a TK program based on developmentally appropriate practices	N/A			0	\$0.00
Attend TK conferences and workshops	activities/strategies implemented in TK classroom with teacher reflection of impact	All Students	by June 2013	TK Teacher	4/13/2012	183SQ1C3690	Attend TK conferences and workshops	N/A			0	\$0.00
Provide Kindergarten Orientation to incoming K-students	At least 50% of registered entering K-students attend	All Students	August 2012; June 2013	K Teachers	4/13/2012	183SQ1C3689	Provide Kindergarten Orientation to incoming K-students	N/A			0	\$0.00
Convene Health and Registration Fair for new/entering Pre-K, TK, K-5th grade students	25% Participation rate for entering TK-K-5th grade students	All Students	April 2013	Principal	4/13/2012	183SQ1C3688	Convene Health and Registration Fair for new/entering Pre-K, TK, K-5th grade students	N/A			0	\$0.00
Provide site-visit to WOMS for leaving 5th graders	85% of 5th grade students attend site-visit to MS	All Students	by June 2013	5th grade teacher	4/13/2012	183SQ1C3687	Provide site-visit to WOMS for leaving 5th graders	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

School Quality Standards relevant to this Strategic Priority

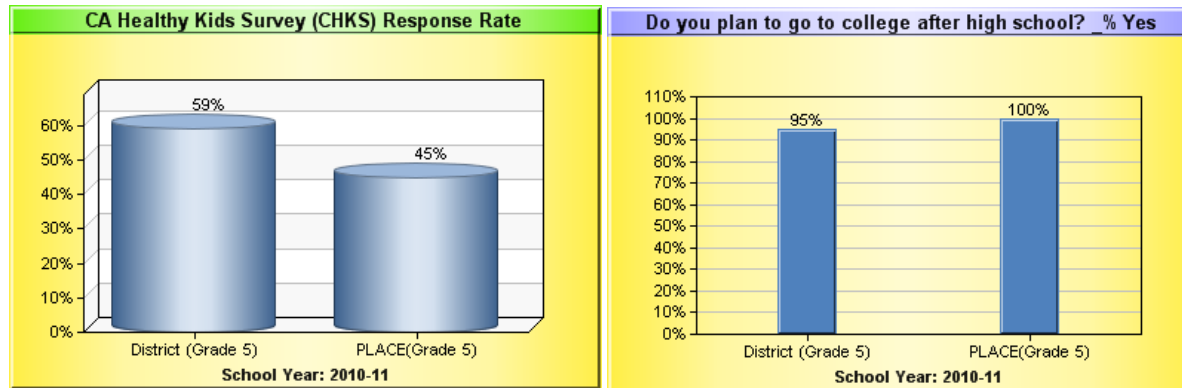
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Data

- Teachers participated in RESULTS for EL Learners & we purchased SIPPS intervention program to support all of our students - need training; teachers meet in PLC to plan, analyze data, review student work, develop common student tasks 2x/month,
- Reading Clinic on site for targeted 2nd grade students & ?Let?s Go Learn? computer intervention program for Math and Reading; After School 5th grade Science club hosted by Science Horizons volunteers;

Data Analysis

- The work with RESULTS was not continued this year. We could have benefited from continued support/training. We also needed training to be able to use the SIPPS intervention program.
- Monthly student presentation opportunities provide access to practice skills that have been taught, integrate variety of skills, & develop/refine their critical thinking & presentation skills;
- On-site Reading Clinic for 2nd graders has helped provide consistent individual intensive reading development; 6 - 2nd grade students participate in this clinic; we will continue working with the Clinic during our Summer Academy;
- When SWDs require more restrictive setting, they are placed elsewhere because we do not have an SDC option. When these placements are made elsewhere their GenEd siblings leave with them, which negatively impacts our enrollment;
- Students transitioning from Bil-Spanish program to GenEd tend to be well-prepared for integration into 4th/5th grades;

Theory Action

- if teachers are provided on-going targeted intervention support through trained & experienced content experts, coaches, specialists or other teacher support with subject-matter expertise;
- if we provide differentiated instruction, support & activities to students in FBB, BB, & B and to ELs, SWDs, and GATE students;
- if we provide high quality instruction utilizing Culturally Relevant Pedagogy (CRP) to help transition students to academic English proficiency & provide EL

students access to bilingual-Spanish program from K-3rd grade;

- then students will be academically successful, while developing and/or maintaining cultural competence through which they are critically conscious & challenge the status quo of the current social order.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide intervention support for targeted students.	Benchmark assessments & CST	FBB, BB and BAS	Entire School year		5/9/2012	183SQI1E3696	Prep teacher will provide intervention support for targeted students.	3010-Title I		TCEEIP0072	0.31	\$29,375.21
Provide intervention support for targeted students.	Benchmark assessments & CST	FBB, BB and BAS	Entire School year		5/9/2012	183SQI1E3697	Prep teacher will provide intervention support for targeted students.	7090-EIA - SCE		TCEEIP0072	0.29	\$27,480.04
Class size reduction as intervention for EL students in bilingual classroom.	CELDT scores	English Learners	Entire school year	Principal	5/9/2012	183SQI1E3698	Class size reduction as intervention for EL	7091-EIA - LEP		TCHBIL0136	0.25	\$14,510.80
Provide supplemental instructional supplies that enhances ELD and bilingual instructional programs.	Benchmarks, CELDT, CST	English Learners	Entire school year	Principal	5/9/2012	183SQI1E3704	Provide refreshments at parent meetings.	7091-EIA - LEP	4310-SUPPLIES		0	\$2,228.00
Provide GATE students with more challenging classroom activities - differentiated instruction & special projects.	Benchmarks	GATE	Entire school year	Principal	5/9/2012	183SQI1E4363	Provide GATE students with more challenging classroom activities - differentiated instruction & special projects.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

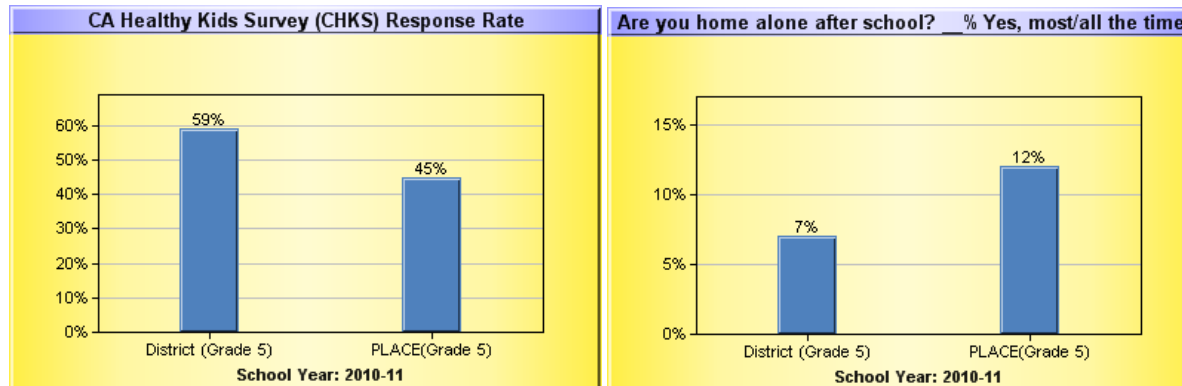
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Data

- Teachers identify FBB students for intensive intervention support offered during workshop in class, during After School Intervention, and during summer academy;
- Last year 3rd - 5th graders attended the SEEK program at sister STEM school at MLKing ES & 45 K - 2nd graders attended the Summer Academy at Prescott for those students in need of intensive intervention;

Data Analysis

- Only a few students attended the SEEK program held at MLKing ES last summer. Many of our families and students report that they don't feel safe walking from the Prescott School neighborhood to the MLKing School neighborhood.
- Request that transportation be provided for students from Prescott going to MLKing for the SEEK program to ensure increased participation and feeling of safety.
- Last year, 35 students attended Saturday Academy on 4 alternating Saturdays for those students approaching Proficient.
- After each Benchmark Assessment, teachers review multiple measures of data to identify groups of students at FBB, BB and B to refer for intervention

support in Math and/or ELA.

- Primary Summer Academy focused attention on PreK, K-camp, and K-1st-2nd grade students with 45 students in K-1st-2nd grade attending intervention during Summer 2011.

Theory Action

- if we provide students access to intervention support during the Summer Session & Saturday Academy during the school year;
- if we provide targeted students access to intensive intervention support during the regular school day & during the After School Program;
- then students will seek support and demonstrate increased academic achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide intervention support for targeted students during summer session.	Benchmark assessments & CST	FBB, BB and BAS	Summer 2012	Teachers & Principal	5/9/2012	183SQ11F4351	Teachers will provide intervention support during summer program for targeted students	N/A			0	\$0.00
Provide intervention support for targeted students during After School Program.	Benchmark assessments & CST	FBB, BB and BAS	Entire school year	Principal & staff	5/9/2012	183SQ11F4352	Staff will provide intervention support during After School program for targeted students	N/A			0	\$0.00
Provide intervention support for targeted students during Saturday Academy.	Benchmark assessments & CST	FBB, BB and BAS	Entire school year	Principal & Teachers	5/9/2012	183SQ11F4353	Provide intervention support for targeted students during Saturday Academy.	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

School Quality Standards relevant to this Strategic Priority

A quality school...

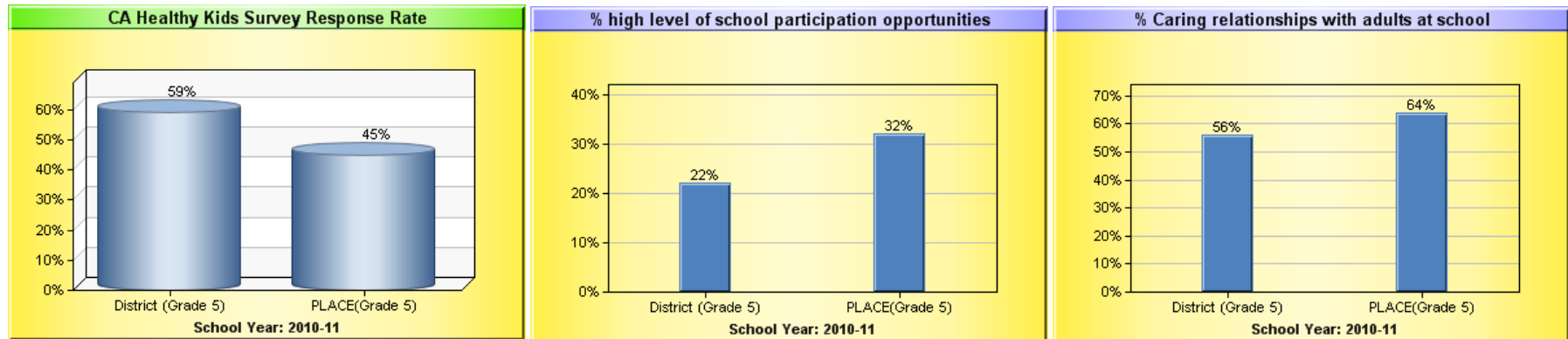
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

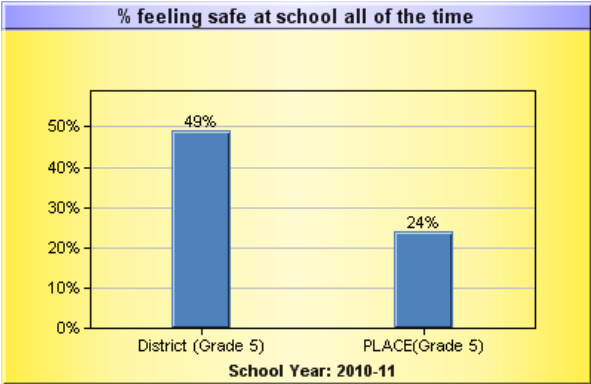
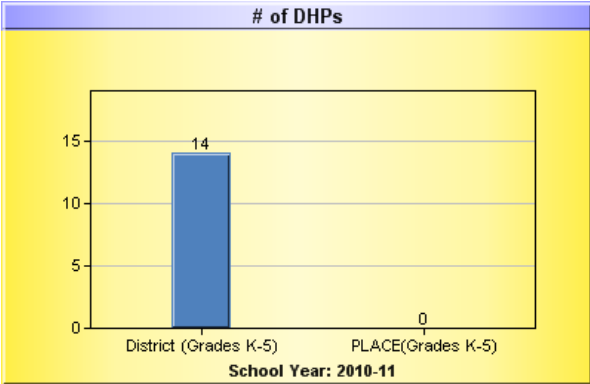
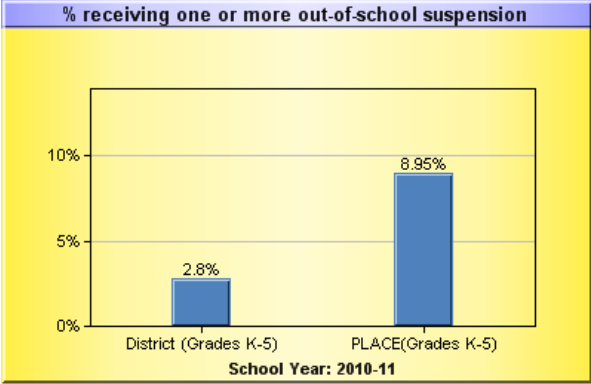
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

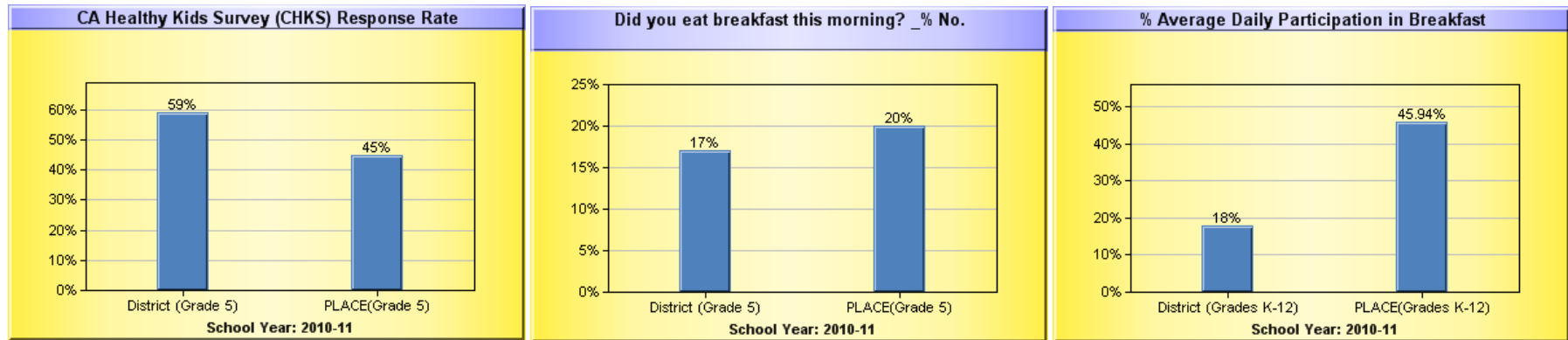
School Quality Standards relevant to this Strategic Priority

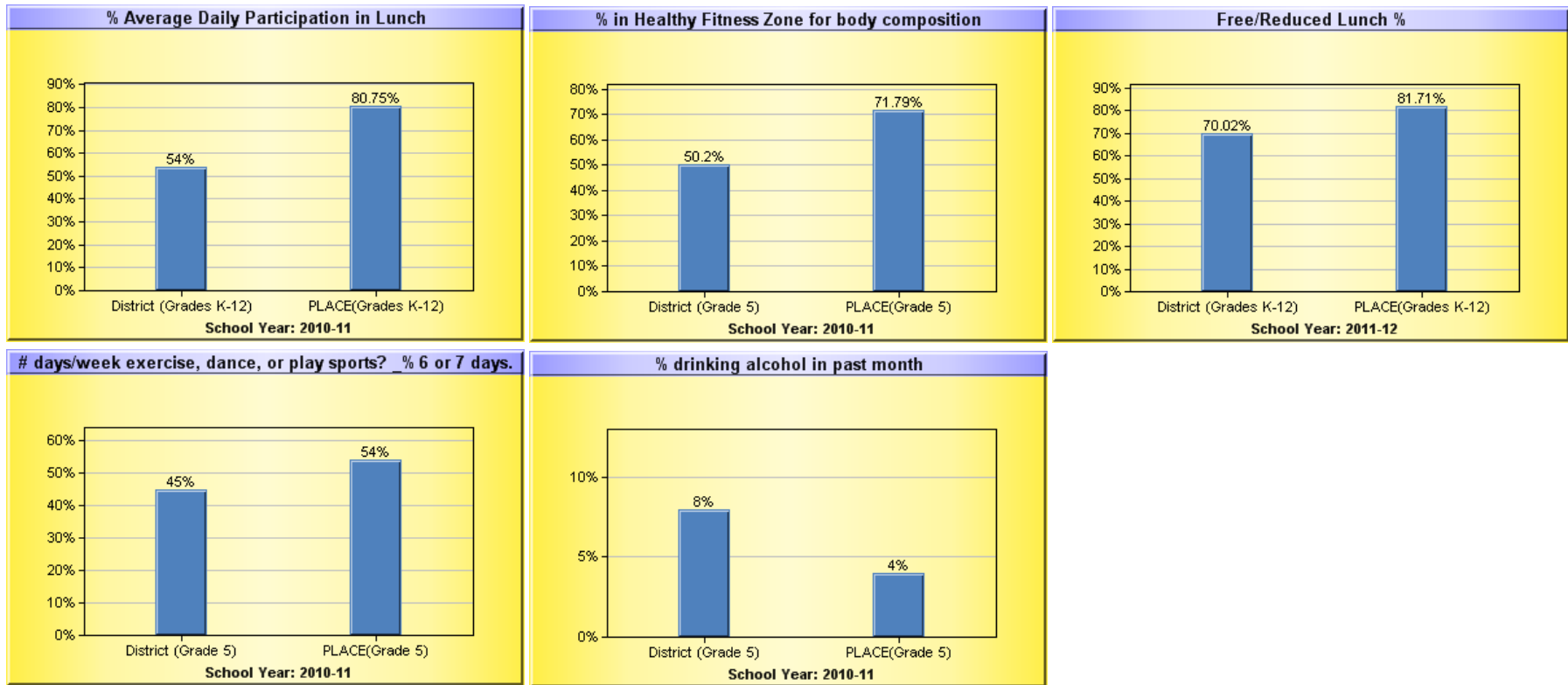
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





School Data

- Harvest of the Month, Salad Bar, Produce Market, Cooking Cart for demonstrations to classes & families, Nutrition lessons; system to connect families to community providers;
- Breath-Mobile for Asthma education and support 2x/month, Big Smiles ? Dental Clinic on site 1x/month; counseling services provided by STARS, School Nurse, Wellness Coordinator, referral system to meet health/mental health needs;

Data Analysis

- Hired a Wellness Coordinator to support OUSD Wellness Policies & to help extend efforts at site. Continue to expand site efforts in providing range of health/wellness to meet needs of whole child
- Continue to coordinate efforts with health providers in the community, Alameda County Dept. of Public Health, our district Health Services, Prescott-Joseph Ctr., & other community partners;
- More students & their families look forward to the Produce Market days & highlighted produce of the month with associated recipes; Plans to develop school garden & facilitate the building of planter -boxes for every class to grow produce in;
- More students and families feel more comfortable accessing health & wellness services & supports offered on site (dental, counseling, asthma) & referrals to community providers;

- More organized physical activities needed to better engage students toward healthier life-styles; Staff began Walking Club during lunch 2x/week to encourage staff wellness;

Theory Action

- if we provide students & their families access to the continuum of prevention & intervention services & programs concentrated in Health & Nutritional Sciences;
- if we provide students continuous access to on-site health, medical, dental, & counseling services;
- if we provide students & families access to instruction in nutritious & healthy eating habits & access to fresh, healthy produce;
- then we will positively create a paradigm shift toward a healthy community life-style change & movement toward life-long health improvement to combat chronic illnesses.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide access to health/mental health supports & services.	Referral tallies & surveys	All Students	Entire school year	Principal & Staff	5/9/2012	183SQI2B4354	COST meetings 1x/month to address needs of referred students	N/A			0	\$0.00
Organize Walking Program during lunch for staff & students.	Tally steps per week on chart recorded with pedometer	All Students	Entire school year	Principal & Staff	5/9/2012	183SQI2B4355	Organize Walking Program during lunch for staff & students.	N/A			0	\$0.00
Develop projects for students using class planter-boxes to grow produce & plants	Reflections	All Students	Entire school year	Teachers & Staff	5/9/2012	183SQI2B4356	Develop projects for students using class planter-boxes to grow produce & plants	N/A			0	\$0.00
Offer health/ wellness workshops/ demonstrations for parents/ caregivers	Reflections & surveys		Entire school year	Principal & Staff & Parnters	5/9/2012	183SQI2B4357	Offer health/ wellness workshops/ demonstrations for parents/ caregivers	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

School Quality Standards relevant to this Strategic Priority

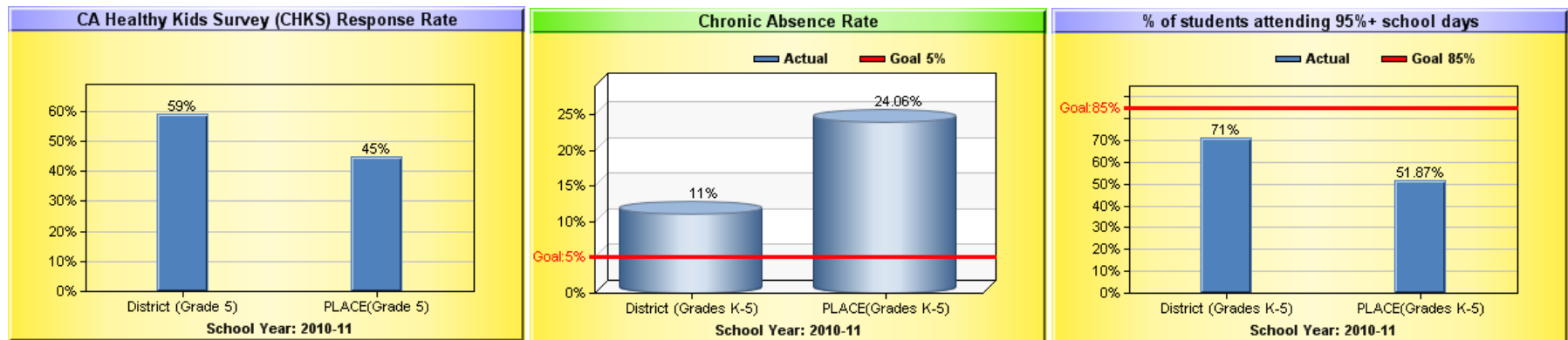
A quality school...

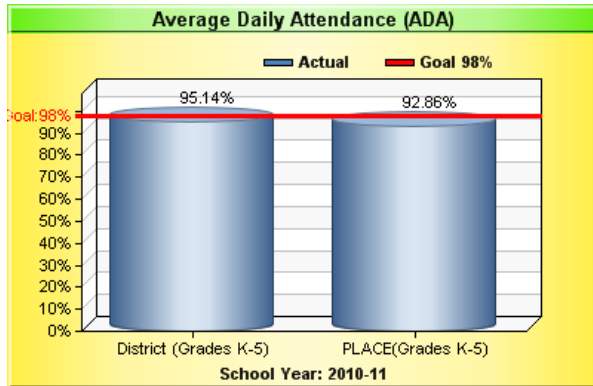
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





School Data

- 39 out of 184 students (21%) demonstrate chronic absences; more K-students have absences ? 12 students (36%); then next are 3rd graders? 10 students (25%) with absences;
- 28 out of 39 students with chronic absences are African American (24%); 7 students overall are considered as Severe Chronic Absent ? SCA; of the 7 SCA students, are 2 are in K, 1 in 1st, 1 in 2nd, 2 in 3rd, and 1 in 4th grades;

Data Analysis

- Students in K tend to consistently have the most students who are Chronic and Severely Chronic Absent. Many K students also tend to arrive to school, which interrupts the structure of the day & the instructional flow.
- Parents must acknowledge the importance of punctual & consistent attendance. Staff must help Parents/ caregivers understand the importance of daily, punctual attendance & the instructional expectations in K.
- - More immediate monitoring system needs to be implemented to address issues of chronic absences & tardies;

Theory Action

- if we consistently monitor student attendance & interrupt patterns of chronic absences & suspensions;
- if we review attendance data at every SST, IEP & COST meeting to address attendance & punctuality concerns;
- if we partner with community organizations like OHA, World Impact & Faith Network of the Eastbay to assist in connecting with parents/ caregivers to address issues of chronic absences;
- if we acknowledge those students who meet or exceed the attendance goal ? especially students in PreK ? K ? 1st grades;
- then students & families will prioritize positive attendance behaviors & we will decrease the number of students with chronic absences.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Monitor students who are most Severe Chronic Absence.	Attendance reports	All Students	Entire school year	Principal, Teachers & Staff	5/9/2012	183SQI2C4358	Monitor students who are most Severe Chronic Absence.	N/A			0	\$0.00
Monitor students who are most Severe Chronic Absence.	Attendance reports	All Students	Entire school year	Principal, Teachers & Staff	5/9/2012	183SQI2C4359	Post Perfect Attendance per month as acknowledgement	N/A			0	\$0.00
Monitor students who are most Severe Chronic Absence.	Attendance reports	All Students	Entire school year	Principal, Teachers & Staff	5/9/2012	183SQI2C4360	Target PreK-K-1st graders to improve attendance with incentives	N/A			0	\$0.00

Include attendance monitoring with SST-IEP-COST meetings to address attendance & punctuality	Attendance reports	All Students	Entire school year	Principal, Teachers & Staff	5/9/2012	183SQI2C4361	Include attendance monitoring with SST-IEP-COST meetings to address attendance & punctuality	N/A			0	\$0.00
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School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

School Quality Standards relevant to this Strategic Priority

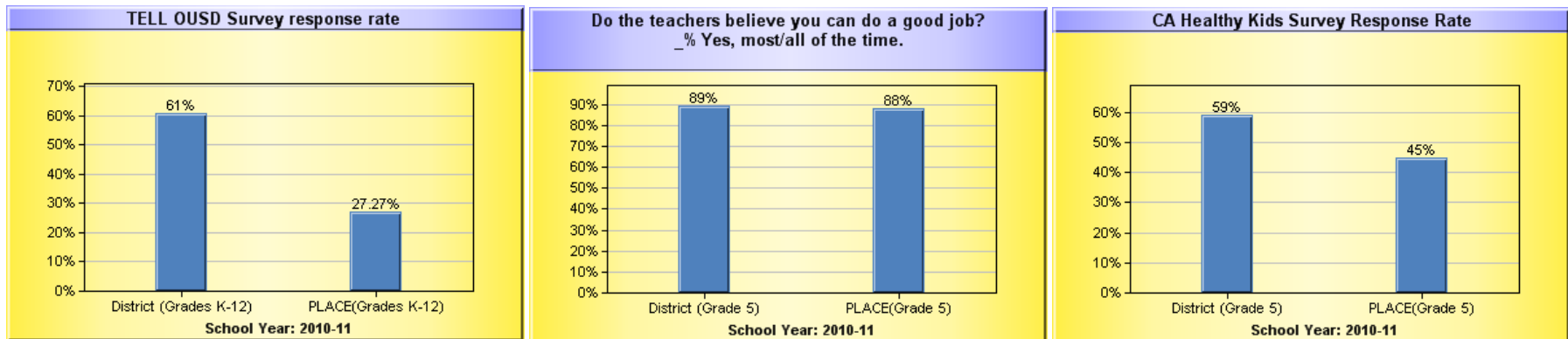
A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers



School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Data

- SSC, Family Science Night, Health & Enrollment Fair, Back-to-School night, Open House, field trips, Produce Market Days, cooking demos, Volunteer & Services Days, monthly theme-based integrated assemblies, class/grade-level potlucks, Book Fair;
- Parent attendance to school-wide meetings is very sparse (usually less than 15?20 parents); Increased parent attendance for grade-level or class potlucks with student presentations, school-wide updates, & class/grade specific updates;

Data Analysis

- Creatively trying to encourage families to come to evening school events. What works best is to concentrate family involvement around their child?s classroom ? via class/grade-level potlucks.
- Usually a few parents from each class tend to consistently assist teachers & the class. Parent participation on field trips has increased this year.
- Establish new partnerships with community-based organizations, civic & business partners to strengthen the academic, social-emotional & health outcomes for students & families.

Theory Action

- if we provide opportunities for parents/to leverage their capacity to support their children in school & become engaged;
- if we provide a variety of events showcasing student work and performances to encourage participation from family & community ;
- If we participate in a variety of intra-school & district-wide events - especially with other West Oakland STEM Corridor schools;
- If we develop a cohesive volunteer & mentoring program which consistently reaches out to and welcomes neighbors, community-based organizations, civic & business partners.
- then families & community will consistently seek out opportunities to support & participate in school-related needs & activities

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Community Outreach position facilitates and supports improved parent engagement.	Improved parent participation at school.	All Students	Entire school year.		5/9/2012	183SQI4A3699	Community outreach person will communicate with parents and provide them with information and resources - with also work with parents on student absenteeism (and tardiness) challenges.	3010-Title I		COMABI0010	0.36	\$13,333.42
Community Outreach position facilitates and supports improved parent engagement.	Improved parent participation at school.	All Students	Entire school year.		5/9/2012	183SQI4A3700	Community outreach person will communicate with parents and provide them with information and resources - with also work with parents on student absenteeism (and tardiness) challenges.	7090-EIA - SCE		COMABI0010	0.14	\$5,185.22
Improve quality of parent meetings to increase participation.	Improved parent attendance at meetings	All Students	All School year	Principal	5/9/2012	183SQI4A3701	Provide refreshments at parent meetings.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$781.00
Improve quality of parent meetings to increase participation.	Improved parent attendance at meetings	All Students	All School year	Principal	5/9/2012	183SQI4A3702	Provide refreshments at parent meetings.	7090-EIA - SCE	4311-MEETING REFRESHMENTS		0	\$615.00
Provide monthly opportunities to bring together families, volunteers, community	Sign-In Sheets & Surveys	All Students	Entire school year	Principal & Staff	5/9/2012	183SQI4A4362	Provide monthly opportunities- Coffee Chats - to bring together families, volunteers, community	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: PLACE @ Prescott

Principal: ENOMWOYI BOOKER

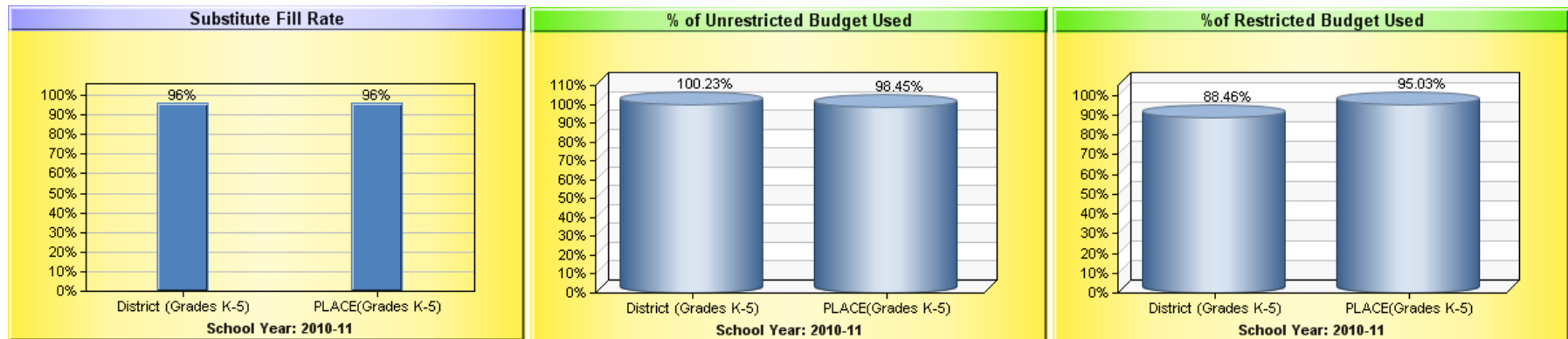
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: PLACE @ PRESCOTT ES
Site Number: 183**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 10/27/2011.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 5/9/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature

Rev. Curtis Flemming

SSC Chairperson's Name (printed)

5/10/2012

Date

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date



Principal's Signature

Enomwoyi Booker

Principal's Name (printed)

5/10/2012

Date



Executive Officer's Signature

Mia Settles-Tidwell

Executive Officer's Name (printed)

5/14/12

Date



Director, State & Federal Compliance Signature

Suzana Ramirez

Director, State & Federal's Name (printed)

6/7/12

Date



Enomwoyi Booker – Principal
 920 Campbell Street
 Oakland, California 94607
 (510) 874-3333 (OFFICE)
 (510) 874-3337 (FAX)
<http://tinyurl.com/ydq7ysw>

SSC MEMBERSHIP ROSTER

2011-2012

	PARENTS (5)	CHILD'S GRADE	OFFICE	CONTACT INFORMATION
1.	MS. LATRICE AMBROSE-THOMAS	2 ND , 3 RD , 5 TH		2253 – 48 th St. – Oakland, CA 94609 ▲ 510-987-6998
2.	MR. GARION DELANY	K	Co-Vice Chair	1674 – 11 th St. – Oakland, CA 94607 ▲ 510-4101320
3.	MRS. ALETHIA WASHINGTON	2 nd , PreK	Co-Vice Chair	1751 Goss St. Apt. F – Oakland, CA 94607 ▲ 510-585-1401
4.	XIOMARA VALLABARES	K, 1 ST		1756 – 10 th St. – Oakland, CA 94607 ▲ 510-712-2105
5.	REV. CURTIS FLEMMING	(community member)	Chair	1015 Campbell St. – Oakland, CA 94607 ▲ 510-289-0409 revndocflemming@comcast.net
	OTHER STAFF (1)	POSITION		
6.	MRS. ADELMA KILLINGSWORTH	Administrative Assist.	Secretary	920 Campbell St – Oakland, CA 94607 ▲ 510-874-3333 adelma.killingsworth@ousd.k12.ca.us
	TEACHERS (3)	POSITION		
7.	MRS. SORAYA SAJOUS-BROOKS	Teacher – 2 nd		920 Campbell St – Oakland, CA 94607 ▲ 510-874-3333 sorayagrim@aol.com
8.	MS. LINDA FOX	Teacher – 2 nd /3 rd BIL/Sp		920 Campbell St – Oakland, CA 94607 ▲ 510-874-3333 lalinfox@yahoo.com
9.	MR. REGINALD LEWIS	EEIP – Prep Teacher K-5		920 Campbell St – Oakland, CA 94607 ▲ 510-874-3333 rlewis6845@yahoo.com
	ADMINISTRATION	POSITION		
10.	MS. ENOMWOYI BOOKER	Principal		920 Campbell St – Oakland, CA 94607 ▲ 510-874-3333 enomwoyi.booker@ousd.k12.ca.us
	ALTERNATES**	POSITION	GROUP	
	Mr. JASON PETERS	After School Program Coordinator - BACR	Parents/ Community Teachers	510-502-6994 jason.peters@bacr.org
	MRS. IRMA RODRIGUIZ	Community Assist. - BIL	Other Staff	920 Campbell St – Oakland, CA 94607 ▲ 510-874-3333 irma.rodriguez@ousd.k12.ca.us



APPENDIX B₂: 2012-2013

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

PLACE @ Prescott agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

BUILDING PARENT CAPACITY FOR INVOLVEMENT

PLACE @ Prescott engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
 - **Monthly SSC/ELAC meetings scheduled either in the morning or late afternoon**
 - **Monthly morning coffee and juice with staff and Family Resource Coordinator in Parent/Family/ Community room**
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress

- ▶ **Annual Title I Meeting**
 - ▶ **Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review**

 - ▶ **Periodic Newsletters sent home to Parents/Families with suggestions and new information**
 - ▶ **Teacher/Parent conferences at minimum with every report card period**
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- **Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations**
 - **Periodic Newsletters sent home to Parents/Families with suggestions and new information**
 - **Teacher/Parent conferences at minimum with every report card period**
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- **Professional development opportunities**
 - **Professional Learning Communities**
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
- **Monthly school-wide presentations**
 - **District-wide and other presentation opportunities**
- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- **Translation from English to Spanish of all communications (written and/or spoken) or to parents/families**
 - **Posting of pertinent information on bulletin boards and in office in both English and Spanish**
- 7) Provides support, during regular meetings, for parental activities requested by Title I Program parents.
- **Translation services provided for English/Spanish, both written and spoken**
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
- **Monthly SSC/ELAC meetings scheduled either in the morning or late afternoon**
 - **Monthly morning coffee and juice with staff and Family Resource Coordinator in Parent/Family/ Community room**

ANNUAL TITLE I MEETING

PLACE @ Prescott will convene an annual Title I meeting to inform parents of the following:

- That the school participates in the Title 1 Program
- How the school implements the Title I Program
- The requirements of the Title 1 Program
- The parents' right to be involved
- The parents' right to participate in the development of the District's Title 1 Plan

SCHOOL-PARENT COMPACT

PLACE @ Prescott has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The School-Parent Compact is in effect during the 2010-2011 and 2011-2012 school years.

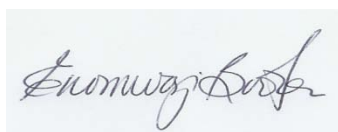
(See attached copy of the School-Parent Compact)

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

- **Annual Title I Meeting**
- **Monthly SSC/ELAC Meetings**
- **Parent/Teacher Conferences**
- **Grade-Level/Cluster Potluck Meetings**

This policy was adopted by the **PLACE @ Prescott** School Site Council on **05/11/2012** and will be in effect for the period of **2012-2013**. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before **October 31, 2012**. It will be made available to the local community on or before **October 31, 2012**. The **PLACE @ Prescott's** notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

(Date)



PLACE @ PRESCOTT SCHOOL – PARENT COMPACT

PLACE @ Prescott and the parents of **the** students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards. This School-Parent Compact is in effect during the **2011-2012** and **2012-2013** school years.

SCHOOL RESPONSIBILITIES – PLACE @ Prescott will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:
PLACE @ Prescott provides a culturally relevant, literacy development centered curriculum that encourages inquiry and exploration through a variety of intensive academic focus areas. Students are involved in geo-centric targeted learning activities that highlight diversity and participation throughout the curriculum, and have the opportunity to enroll in extra-curricular academic programming and athletics.
- 2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
Parent teacher conferences are held at least twice per year at PLACE @ Prescott according to grading cycles, administrative oversight, and direct instructor request.
- 3) Provide parents with frequent reports on their children's progress.
PLACE @ Prescott distributes student evaluation reports in accordance with the mandated OUSD grading cycle, and maintains close contact with individual parents as suggested by teaching and counseling staff. Furthermore, *PLACE @ Prescott* holds regularly scheduled cultural and academic events to directly share student progress information with the parent community.
- 4) Provide parents reasonable access to staff.
PLACE @ Prescott staff members are available for scheduled appointments with parents. Please call the office at **874-3333** to request a meeting. All appointments are subject to staff availability and administrative approval.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
PLACE @ Prescott parents are welcome to volunteer in the classroom. To volunteer and participate in class, parents are invited to submit a brief request and an approved fingerprint background check and negative TB test to the *PLACE @ Prescott* office.

PARENT RESPONSIBILITIES –

We, as parents will support our children's learning in the following ways:

- Monitor and support attendance every single day
- Make sure homework is completed
- Discourage TV and encourage reading after school
- Promoting positive use of child's out of school time



STUDENT RESPONSIBILITIES –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- Do our homework every day
- Ask for help when we need it
- Practice math facts daily
- Read for at least 30 minutes daily outside of school
- Practice copying something read (either in printing or cursive) daily

Parent Signature

Date

Principal Signature

Date

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Appropriate Instructional program materials All students are <input checked="" type="checkbox"/>assessed, <input checked="" type="checkbox"/>placed, and <input checked="" type="checkbox"/>provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: 189 All Students. 49 ELs. 20 SWDs.</p> <p>Appropriate Use Identify all that apply: <input checked="" type="checkbox"/> Core materials are used daily as designed. <input checked="" type="checkbox"/> Ancillary materials are used daily as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”	Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Appropriate Instructional Program Materials</u> All EL students are appropriately <input checked="" type="checkbox"/>assessed, <input checked="" type="checkbox"/>placed, and <input checked="" type="checkbox"/>provided appropriate SBE-adopted or SBE-approved instructional program materials.</p> <p>If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:</p> <p><u>Appropriate Use</u> <input checked="" type="checkbox"/>Materials/ELD components are used daily as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. <ul style="list-style-type: none"> Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list. 	Objective	Fully	Substantially	Partially	Minimally																				
1.3			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																					
<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are <u> </u> assessed, <u> </u> placed, and <u> </u> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive Learners: Gr. 4 <u>6</u> Gr. 5 <u>3</u> Gr. 6 <u> </u> All Intensive ELs: Gr. 4 <u>7</u> Gr. 5 <u>3</u> Gr. 6 <u> </u> All Intensive SWD's: Gr. 4 <u>2</u> Gr. 5 <u>2</u> Gr. 6 <u> </u></p> <table border="1" data-bbox="1388 797 2028 987"> <thead> <tr> <th colspan="4">Number/% Provided SBE-Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 4</th> <th>Grade 5</th> <th>Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td align="center">6</td> <td align="center">5</td> <td align="center">0</td> </tr> <tr> <td>Intensive ELs</td> <td align="center">2</td> <td align="center">1</td> <td align="center">0</td> </tr> <tr> <td>Intensive SWDs</td> <td align="center">2</td> <td align="center">2</td> <td align="center">0</td> </tr> </tbody> </table> <p>Appropriate Use <input checked="" type="checkbox"/> Materials are used daily as designed.</p>								Number/% Provided SBE-Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students	6	5	0	Intensive ELs	2	1	0	Intensive SWDs	2	2	0
Number/% Provided SBE-Intensive Intervention																											
	Grade 4	Grade 5	Grade 6																								
Total Intensive Students	6	5	0																								
Intensive ELs	2	1	0																								
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District Purchase Date:																											
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Attach publisher PO documentation for sets of classroom core materials.																											

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current* SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			Appropriate Instructional Program Materials All students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.				
			Number of Students: 189 All Students. 49 ELs. 20 SWDs.				
			Appropriate Use Identify all that apply: <input checked="" type="checkbox"/> Core materials are used daily as designed. <input checked="" type="checkbox"/> Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Appropriate Instructional Program Materials</u> All students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials. Students served:</p> <p><u>Number of Intensive Intervention Students:</u> All Intensive learners: Gr. 4 6 Gr. 5 3 Gr. 6 ____ All Intensive ELs: Gr. 4 7 Gr. 5 3 Gr. 6 ____ All Intensive SWDs: Gr. 4 2 Gr. 5 2 Gr. 6 ____</p> <p><u>Appropriate Us</u> <input checked="" type="checkbox"/> Materials are used daily as designed.</p>				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
1. Instructional Program	<p>1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.</p> <p>Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.</p> <ul style="list-style-type: none"> The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	Objective	Fully	Substantially	Partially	Minimally									
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components													
<p><u>Appropriate Instructional Program Materials</u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive Learners: Gr. 8 NA All Intensive ELs: Gr. 8 NA All Intensive SWDs: Gr. 8 NA</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center;">Number Provided SBE-Algebra Readiness</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table> <p><u>Appropriate Use</u> _____ Materials are used daily as designed.</p>							Number Provided SBE-Algebra Readiness			Grade 8	Total Students	NA	ELs	NA	SWDs	NA
Number Provided SBE-Algebra Readiness																
	Grade 8															
Total Students	NA															
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Attach publisher PO documentation for sets of classroom core materials.																

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions: <ul style="list-style-type: none"> • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours • Grades six through eight: 2.0 hours (or up to two periods) 	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. <p>** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.</p>	Objective	Fully	Substantially	Partially	Minimally																																															
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			Key Components																																																			
			<p><u>Appropriate Allocation of Daily Instructional Time</u></p> <p><input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Identify the number of instructional minutes (length of periods) offered at each grade level.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.0</td> <td style="text-align: center;">2.0</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.0</td> <td style="text-align: center;">2.0</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.5</td> <td style="text-align: center;">2.0</td> <td style="text-align: center;">2.0</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	1.0	2.5	2.5	2.5	2.0	2.0	NA	NA	NA	ELs	1.0	2.5	2.5	2.5	2.0	2.0	NA	NA	NA	SWDs	1.0	2.5	2.5	2.5	2.0	2.0
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PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																		
2. Instructional Time	<p>2.2 The school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30 minutes • Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course. 	<p>Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions • Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level. • All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs. • This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency. • For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course. – Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, 	Objective	Fully	Substantially	Partially	Minimally																																														
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																														
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<p><u>Appropriate Allocation of Daily Instructional Time</u> _____ Time is given priority and protected from interruptions.</p> <p>Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.</p>																																																					
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		<p>teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core RLA classroom.</p> <ul style="list-style-type: none"> The SBE-basic core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th></th> <th style="text-align: center;">K</th> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">8</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Additional time provided all HP Strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">Additional time provided all HP Strategic ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: center;">Additional time provided all HP Strategic SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> <p>Describe assessment and placement criteria for high-priority strategic students.</p> <p>Describe differentiated support for students not needing an additional strategic period:</p>	Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided all HP Strategic students										Additional time provided all HP Strategic ELs										Additional time provided all HP Strategic SWDs									
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	<p>2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30-60 minutes • Grades six through eight: 30-60 minutes (or up to one period) 	<p>Full implementation means that that the school's schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
Appropriate Allocation of Daily Instructional Time							
Identify all that apply:							
<input checked="" type="checkbox"/> Time is given priority and protected from Interruptions.							
<input checked="" type="checkbox"/> ELD instruction is additional time in the schedule.							
Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.							
		Proficiency Levels	Levels 1-2	Level 3	Level 4-5		
		# of Students	12	27	7		
		# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	60	60	60		
Documentation		Additional Comments					
Reading/Language Arts/ELD							
District Instructional Regulations:							
School Instructional Regulations:							
Attach appropriate documents							

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																		
2. Instructional Time	2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Grades four through six: 2.5-3.0 hours • Grades six through eight: 2.5-3.0 hours (or up to three periods) 	Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers. • The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction. 	Objective	Fully	Substantially	Partially	Minimally																														
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2. Instructional Time	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions. <ul style="list-style-type: none"> • Kindergarten: 30 minutes • Grades one through six: 60 minutes • Grades six through eight: 50-60 minutes (or one period) 	<p>Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> • This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																																												
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2. Instructional Time	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials. <ul style="list-style-type: none"> • Kindergarten through grade six: 15-30 minutes • Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. • Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course. 	<p>Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> • For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. • For grades six and seven, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course. – Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. • For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. • For grade eight, strategic learners are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. 	Objective	Fully	Substantially	Partially	Minimally																																																									
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		<ul style="list-style-type: none"> – Some grade eight strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. • For kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th align="center" colspan="10">Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.</th> </tr> <tr> <th></th> <th align="center">K</th> <th align="center">1</th> <th align="center">2</th> <th align="center">3</th> <th align="center">4</th> <th align="center">5</th> <th align="center">6</th> <th align="center">7</th> <th align="center">8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all HP strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Additional time provided to HP EI strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Additional time provided to all HP SWD strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.											K	1	2	3	4	5	6	7	8	Additional time provided to all HP strategic students										Additional time provided to HP EI strategic students										Additional time provided to all HP SWD strategic students									
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2. Instructional Time	<p>2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.</p> <ul style="list-style-type: none"> • Grades four through six: 15-30 minutes. • Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed. <p>For districts using the 2007 SBE-adoption:</p> <ul style="list-style-type: none"> • Grade eight: One period of Algebra Readiness daily for identified intervention students. 	<p>Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students.</p> <ul style="list-style-type: none"> • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. <p>For districts using the 2008 SBE-adoption:</p> <ul style="list-style-type: none"> • The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. • For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. <p>For districts using the 2001 SBE adoptions:</p> <ul style="list-style-type: none"> • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program. 	Objective	Fully	Substantially	Partially	Minimally																													
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																													
			<p>Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u></p> <p><input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Indicate total number of <u>additional</u> minutes:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="6" style="text-align: center;"># of Instructional Minutes at each grade level</th> </tr> <tr> <th style="width: 20%;"></th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 20%;">Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>All Intensive ELs</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td style="text-align: center;">NA</td> </tr> <tr> <td>All Intensive SWDs</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>							# of Instructional Minutes at each grade level							4	5	6	7	Algebra Readiness	All Intensive Learners	30	30			NA	All Intensive ELs	30	30			NA	All Intensive SWDs	30	30
# of Instructional Minutes at each grade level																																				
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All Intensive ELs	30	30			NA																															
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Documentation		Additional Comments																																		
	Mathematics																																			
District Instructional Regulations:																																				
School Instructional Regulations:																																				
Attach appropriate documents																																				

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that the annual district instructional/assessment pacing guides are in daily use to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).</p> <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Instructional/Assessment Pacing Guides</u></p> <p><input checked="" type="checkbox"/> Distributed to each grade level.</p> <p><input checked="" type="checkbox"/> Used daily at every grade level.</p> <p><u>Pacing Guide Use Monitored</u></p> <p><input checked="" type="checkbox"/> Principal monitors daily use.</p>				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the current SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school).</p> <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<u>Instructional/Assessment Pacing Guides</u>				
			<input checked="" type="checkbox"/> Distributed to each grade level.				
			<input checked="" type="checkbox"/> Used daily at every grade level.				
			<u>Pacing Guide Use Monitored</u>				
			<input checked="" type="checkbox"/> Principal monitors daily use.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs). This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following: <ul style="list-style-type: none"> • The current RLA/ELD core or intensive reading intervention materials. • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. The remaining eight hours focus on the following: <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	Objective	Fully	Substantially	Partially	Minimally
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<u>Training and Practicum Completed</u>							
Principal							
<input checked="" type="checkbox"/> Training in RLA/ELD.							
<input checked="" type="checkbox"/> Structured Practicum.*							
Vice Principal							
NA Training in RLA/ELD.							
NA Structured Practicum.*							
* Refer to suggested practicum activities in EPC 3.3.							

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Academic Program Survey—Elementary School Level

	<p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.</p>	<ul style="list-style-type: none"> The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Assembly Bill (AB) 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
4. School Administrator Instructional Leadership Training	<p>4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The current SBE adopted mathematics materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	Objective	Fully	Substantially	Partially	Minimally		
			4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%		
			Key Components <u>Training and Practicum Completed</u> Principal <input checked="" type="checkbox"/> Training in Mathematics. <input checked="" type="checkbox"/> Structured Practicum.* Vice Principal <input type="checkbox"/> Training in Mathematics. <input type="checkbox"/> Structured Practicum.* * Refer to suggested targeted professional development and support list.						

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

	<p>*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.</p>	<ul style="list-style-type: none"> The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. 	
Documentation		Additional Comments	
	Mathematics		
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in Modules 2 and 3 of the Administrator Training Program. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) including support on providing tiered intervention; and 	Objective	Fully	Substantially	Partially	Minimally
			4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Principal's Professional Development</u> <input checked="" type="checkbox"/> Completed.</p> <p>Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)</p>							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

		<p>implementation and monitoring of standards-based IEP.</p> <ul style="list-style-type: none"> • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District Senate Bill (SB) 472, Completion Records:							
Approved Provider Information:							
Date of Offerings:							
Attach appropriate documents.							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of	Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<u>Training and Practicum Completed:</u> Indicate number of teachers at each grade level and number completing training and practicum.				
			# of Teachers	40-hour Training	80-hours of Structured Practicum		
			Grade 1	2			
			Grade 2	2			
			Grade 3	2			
			Grade 4	1			
			Grade 5	1			
			Grade 6				
			Grade 7				
			Grade 8				
* Refer to suggested practicum activities.							

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	school/district professional development plan.	<ul style="list-style-type: none"> • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on Rtl² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the	<p>Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. 	Objective	Fully	Substantially	Partially	Minimally																																					
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			<p>Key Components</p> <p><u>Training and Practicum Completed</u></p> <p>Indicate number of teachers at each grade level and number completing training and practicum.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"># of Teachers</th> <th style="text-align: center;">40-hour Training</th> <th style="text-align: center;">80-hours of Structured Practicum</th> </tr> </thead> <tbody> <tr><td>Grade 1</td><td style="text-align: center;">2</td><td></td><td></td></tr> <tr><td>Grade 2</td><td style="text-align: center;">2</td><td></td><td></td></tr> <tr><td>Grade 3</td><td style="text-align: center;">2</td><td></td><td></td></tr> <tr><td>Grade 4</td><td style="text-align: center;">1</td><td></td><td></td></tr> <tr><td>Grade 5</td><td style="text-align: center;">1</td><td></td><td></td></tr> <tr><td>Grade 6</td><td></td><td></td><td></td></tr> <tr><td>Grade 7</td><td></td><td></td><td></td></tr> <tr><td>Algebra 1</td><td></td><td></td><td></td></tr> <tr><td>Algebra Readiness</td><td></td><td></td><td></td></tr> </tbody> </table> <p>* Refer to suggested practicum activities.</p>						# of Teachers	40-hour Training	80-hours of Structured Practicum	Grade 1	2			Grade 2	2			Grade 3	2			Grade 4	1			Grade 5	1			Grade 6				Grade 7				Algebra 1				Algebra Readiness
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	<p>adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the current adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantiall y	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Coaches/content experts/specialists</u> <input checked="" type="checkbox"/> Type of instructional assistance. _____ Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> _____ Completed SBE-adopted materials-based training (identify which program[s]). _____ Completed English Learner Professional Development (ELPD).</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantial y	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
		<p><u>Coaches/content experts/specialists:</u> _____ Type of instructional assistance. <input checked="" type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> _____ Completed SBE-adopted materials-based training (identify which program[s]). _____ Completed ELPD.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>					
Documentation		Additional Comments					
		Mathematics					
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p style="text-align: center;"><u>Ongoing Assessment and Monitoring System</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> District supported electronic data management system. <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers. <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide. <p style="text-align: center;"><u>Training on Accessing and Using Electronic Data System</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system. 							

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			<p>Using Formative Assessment Results</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently. <input checked="" type="checkbox"/> School-wide assessment calendar developed and used. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels			
Classroom:			
District:			
Attach appropriate documents.			

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<u>Ongoing Assessment and Monitoring System</u>							
<input checked="" type="checkbox"/> District supported electronic data management system.							
<input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.							
<input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.							
<input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.							
<input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.							
<u>Training on Accessing and Using Electronic Data System</u>							
<input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.							

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

			<p>Using Formative Assessments Results</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum embedded/formative assessments administered frequently. <input checked="" type="checkbox"/> School-wide assessment calendar developed and used. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.
Documentation		Additional Comments	
	Mathematics		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels -			
Classroom:			
District			
Attach appropriate documents.			

PLACE @ PRESCOTT ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted RLA/ELD programs.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p style="text-align: center;"><u>Scheduled Structured Collaboration Meetings</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Number per month. <input checked="" type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate. <input checked="" type="checkbox"/> Meetings are structured; protocols/tools are developed and used. <input checked="" type="checkbox"/> Training for collaboration meeting protocols provided to teachers. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. <p style="text-align: center;"><u>Collaborative Meeting Discussion Content</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students. <input checked="" type="checkbox"/> Strengthening program implementation. <input checked="" type="checkbox"/> Designing and improving lessons and instruction. <input checked="" type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students. 				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic; Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments. Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Scheduled Structured Collaboration Meetings:</u> <input checked="" type="checkbox"/> Number per month. <input checked="" type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate. <input checked="" type="checkbox"/> Meetings are structured; protocols/tools are developed and used. <input checked="" type="checkbox"/> Training for collaboration meeting protocols provided to teachers. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.				
			<u>Collaborative Meeting Discussion Content</u> <input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students. <input checked="" type="checkbox"/> Strengthening program implementation. <input checked="" type="checkbox"/> Designing and improving lessons and instruction. <input checked="" type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Allocation of Funds</u> <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Plan uses all revenues appropriately.							
Attach appropriate documents.							

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Allocation of Funds</u> <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							