

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 – Laurel Elementary School

Action Requested:

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



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Laurel Elementary

6001994

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

Laurel Elementary is a K-5 school located in the foothills of East Oakland. Our campus serves a densely populated, ethnically diverse, working class neighborhood. Our student population mirrors the diversity of the surrounding community and is composed of students from numerous ethnic groups, the largest of which are Asian (37%) and African American (30%). Other groups of significant size are Latino (21%) and White (3%). 69% of our students qualify for Free/Reduced Lunch and 47% are designated as English Language Learners. Laurel currently has 22 classroom teachers serving 520 students. Our average class size is 24 students, with a maximum size of 21 per class in Kindergarten and 28 in grade 5. Laurel is also currently served by additional staff members who provide push-in and pull-out academic and social/emotional support for students including, a Resource Specialist teacher, a psychologist, two counselors. Providing additional intervention and enrichment are our librarian, media teacher and art teacher. Academically, Laurel has established a trend of steady gains over the past few years. Since 2008, our API has risen from 780 to 829, a 49 point gain, giving us a statewide rank of 7 out of 10. The percentage of students at or above proficient in ELA, math and science is 57%, 72% and 44%, respectively. Despite our successes, however, there is still much work to be done. We are currently in year 2 of program improvement for not having met our Adequate Yearly Progress target for two sub-groups, African-American and English Learners.

VISION

Our vision of Laurel is to be a safe, nurturing and stimulating learning environment that will allow students to achieve their full potential, and to be poised for success in middle school and beyond. We will realize this through hard work and dedication and through partnership with all members of our school community- teachers, parents, students, staff and local community At Laurel, we will: Engage in instruction that is rigorous, standards-based, and differentiated to address multiple learning styles and needs. Emphasize depth of knowledge rather than breadth, focusing on the development of higher order thinking skills. Offer activities that allow for creative expression, tap into students natural curiosity, and instill

a life-long love of learning. Foster the development of important social and emotional skills that will help us all to be members of a community that is based on respect and that values diversity. Strive to become a community hub that provides a range of resources and services that will allow our students and their families to thrive.

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

School Site Council - At monthly meetings, the SSC will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. - In partnership with ELAC and SSC members, Laurel will hold a yearly Title 1 meeting in September (Back-to-School Night) to review school-wide data with a focus on under performing sub-groups and how Title 1 funding is being used to support their success. This will also be the basis for creating an aligned school and PTA budget that addresses the needs of all students. Staff Monitoring of Benchmark Data and Internal Data - The ILT, COS team and the Classroom teachers will review CST and benchmark data to identify instructional areas of need/strength to plan future professional development, and identify students who need additional supports. - Classroom teachers will review benchmark data in ELA, and Math 3x/year. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and special education assessment. Benchmark data review will take place either in a 1:1 meeting with the principal or in a faculty planning session. SSC and Staff Monitoring of Efforts to Promote Student Safety, Health and Wellness - SSC, COS team and staff will analyze CHKS data as well as school-wide suspension and office referral data to assess effectiveness of efforts to build caring and supportive school culture based on respect. - The principal will meet with the after-school program coordinator monthly to monitor the progress of the after school program. They will look at the indicators of success for the ASP program and make adjustments to the enrollment, program, or strategies implemented to improve progress. - The principal will meet with the SART/SARB team monthly to monitor school attendance, chronic absenteeism and progress in Family Engagement. The team will look at surveys, event attendance data, and other indicators of success and make adjustments to strategies and/or support provided in order to improve progress.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Laurel Elementary

Principal: JOHN STANGL

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:

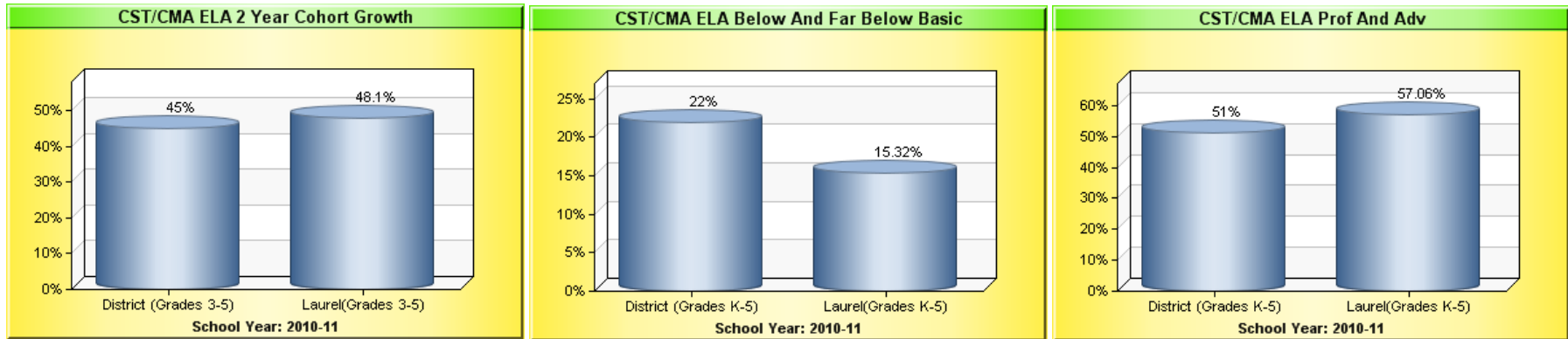
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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.



School Data

- ELA Cohort Growth by Grade - Grade 3-15%, Grade 4-77%, Grade 5-50%; by Ethnicity - AA-44%, Asian-56%, Latino-44%; by Fluency - EL-43%, EO-45%, IFEP-38%, RFEP-63%
- ELA CST data by Grade (Proficient/Advanced) - Grade 2-53%, Grade 3-43%, Grade 4-72%, Grade 5-61%; by Ethnicity (Proficient/Advanced) - AA-46%, Asian-69%, Latino-58%; by Fluency (Proficient/Advanced) - EL-45%, EO 55%, IFEP-82%

Data Analysis

- Laurel's overall percentages of students in FBB/BB and P/A remained relatively unchanged compared to previous year. Most significant improvement seen in grades 3 and 4.
- Among ethnic subgroups, Laurel's African American and Latino groups lag significantly behind Asian students. Our African American Males struggle the most with 28% falling into the FBB/BB band.
- African American Females experienced some of the most significant gains with 56% showing gains, outperformed only by Asian Females where 65% experienced growth.

Theory Action

- Using a Response to Intervention tiered model, the focus of how we support underperforming students will be on differentiation of instruction in the classroom.
- Students not responding to classroom interventions will receive additional, more intensive support, in and out of the classroom by specialists.
- Our approach to English Language Arts instruction will balance the need for skills-based instruction in the primary grades and the applications of skills and the deepening of understanding in the higher grades.
- Our practice will be driven by data collected throughout the year that will inform the teacher of specific areas where reteaching is needed.
- Teachers will need time to work in collaborative groups to examine data and plan out units of instruction that integrate learning across the curriculum.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Biweekly teacher collaboration work time focused on data analysis and the development of integrated units and lessons.	District benchmark exams, CST, CELDT	All Students	School year	Principal	4/2/2012	131SQI1A2703	Biweekly teacher collaboration work time focused on data analysis and the development of integrated units and lessons.	N/A			0	\$0.00
Identify existing and secure new sources of	District						Identify existing and secure new sources of					

leveled text to augment classroom and school libraries.	benchmark exams, CELDT, CST	All Students	School year	Principal	4/2/2012	131SQI1A2702	leveled text to augment classroom and school libraries.	N/A			0	\$0.00
Provide staff with professional development focused on Guided Reading, writing across the curriculum, and differentiation to meet the needs of ELs and underperforming students.	District benchmark exams, CELDT, CST	All Students	School year	Principal	4/2/2012	131SQI1A3163	Provide staff with professional development focused on Guided Reading, writing across the curriculum, and differentiation to meet the needs of ELs and underperforming students.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Laurel Elementary

Principal: JOHN STANGL

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:

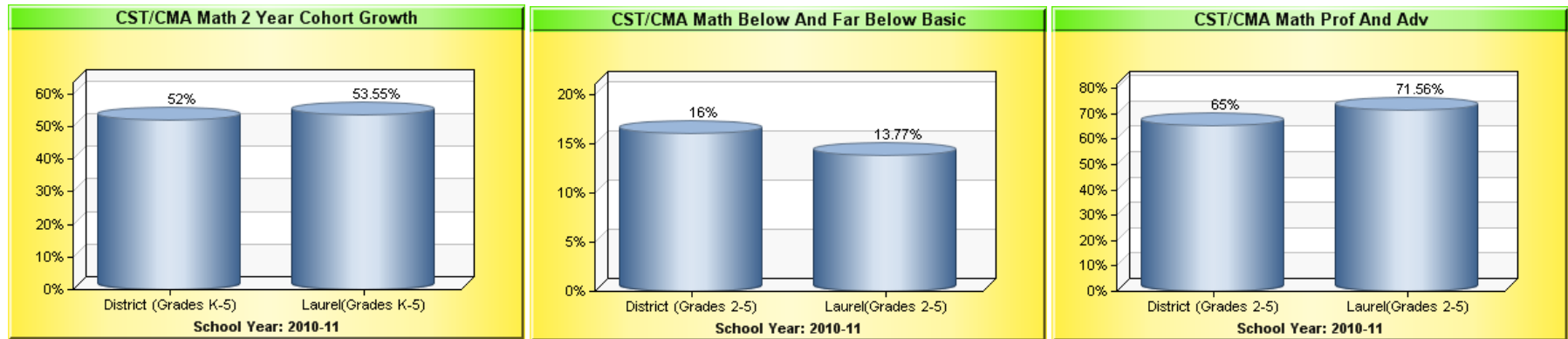
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

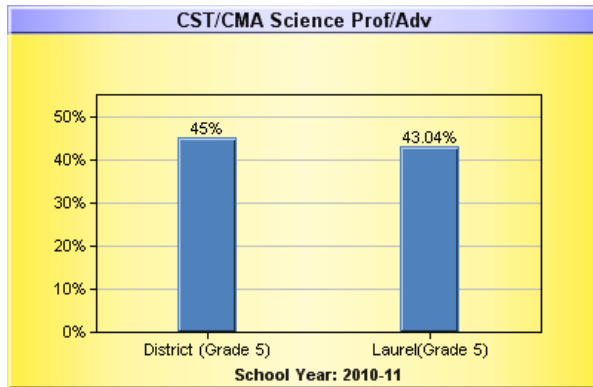
District-level Goals

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

- Cohort Growth by Grade - Grade 3-41%, Grade 4-44%, Grade 5-75%; by Ethnicity - AA-39%, Asian-67%, Latino-46%; by Fluency - EL-43%, EO-45%, IFEP-75%, RFEP-81%
- Math CST data by Grade (Proficient/Advanced) - Grade 2-72%, Grade 3-59%, Grade 4-76%, Grade 5-80%; by Ethnicity (Proficient/Advanced) - AA-46%, Asian-95%, Lat-73%; by Fluency (Proficient/Advanced) - EL-79%, EO 59%, IFEP-100%, RFEP-98%

Data Analysis

- Overall, Laurel made significant gains (4.7%) in the percentage of students moving into P/A. However, the percentage of students falling into FBB/BB also increased by 4.4%. This pattern repeats itself across the subgroups.
- Our subgroup with the highest performance gains were our Latino Females The performance gap between our African American and Asian students is 44%.
- 2-Year Cohort Data shows that a significant number (75%) of our 5th grade students grew a performance band or remained Advanced. Our 3rd graders grew the least (41%). Our African American students grew the least (39%) of any subgroup.
- 44% of our 5th grade students scored Proficient or Advanced in Science, a drop of 6 percentage points from the previous year.

Theory Action

- As with ELA, in Math we will use a Response to Intervention tiered model, the focus of how we support underperforming students will be on differentiation of instruction in the classroom with more intensive supports provided as necessary..
- We will use science serves as a hook for engaging students, developing higher order thinking skills and as an anchor that supports cross curricular integration.
- As a Science Focus school, teachers will work in collaborative groups to examine data and plan out units of instruction that support ELs and use notebooks as a tool for deepening student thinking.
- Our teachers will receive quality professional development to prepare them to gradually shift the focus of math instruction to include more open-ended and performance-based questions in preparation for a move to Common Core State Standards.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide teachers professional development and in-class coaching in support of effective science teaching practices.	Minutes of science taught; 5th grade CST science; curriculum embedded assessments	All Students	School year	Stangl	5/2/2012	131SQI1B2060	Intensive science professional development and coach support	N/A			0	\$0.00

Monthly collaborative planning for teachers to analyze science data, examine student work, prep kits and plan units of instruction.	science minutes taught; 5th grade CST science scores	All Students	school year	Principal	5/2/2012	131SQI1B2114	Collaborative work time	Non-SSC approved			0	\$0.00
Provide all grades with science related field trip opportunities and 5th grade students with outdoor educational opportunity as a culminating science event	District benchmark assessments; CST	All Students	School year	Principal	5/2/2012	131SQI1B2143	Raise funds through school fundraising/community partnerships	N/A			0	\$0.00
Monthly collaborative planning for teachers to analyze math data, examine student work, and plan units of instruction with an eye toward alignment with Common Core State Standards.	District benchmark exams, CELDT, CST	All Students	School year	Principal	5/2/2012	131SQI1B2710	Monthly collaborative planning for teachers to analyze math data, examine student work, and plan units of instruction with an eye toward alignment with Common Core State Standards.	N/A			0	\$0.00
Partner with local community-based science organizations, eg. CRS and Beacon, to have access to scientific resources, knowledge investigative opportunities.	District benchmark exams, CELDT, CST		School year	Principal	5/2/2012	131SQI1B4080	Partner with local community-based science organizations, eg. CRS and Beacon, to have access to scientific resources, knowledge investigative opportunities.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Laurel Elementary

Principal: JOHN STANGL

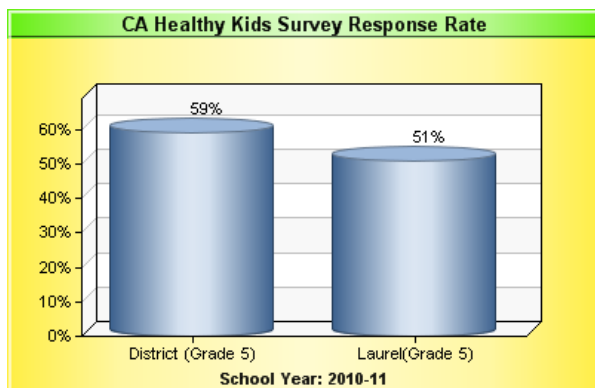
School Quality Standards relevant to this Strategic Priority

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.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support transition of students and parents from Pre-K to Kindergarten by hosting orientation.	CHKS survey	All Students	August	Principal	5/7/2012	131SQ11C2141	Orientation for Kindergarten	N/A			0	\$0.00
Support transition of incoming grade 1-5 students (those transferring in from other school, eg. closing schools) and their parents by reaching out and	CHKS survey	Pre-Kindergarten	August	Principal	5/7/2012	131SQ11C2711	Support transition of incoming grade 1-5 students (those transferring in from other school, eg. closing schools) and their parents by reaching out and	N/A			0	\$0.00

inviting to orientation. Prior to Options, host representatives from OUSD middle schools to showcase for students program offerings; host orientations and family engagement events.	CHKS results	All Students	School year	Principal	5/7/2012	131SQ11C2715	inviting to orientation. Prior to Options, host representatives from OUSD middle schools to showcase for students program offerings; host orientations and family engagement events.	N/A			0	\$0.00
Provide opportunities for students and families to learn about possible careers and explore college/university options and opportunities.	California Healthy Kids Survey	All Students	School year	Principal	5/7/2012	131SQ11C4081	Host college and career day to build culture of aspirational goal setting and to understand that value of education.	N/A			0	\$0.00
Provide opportunities for students and families to learn about possible careers and explore college/university options and opportunities.	California Healthy Kids Survey	All Students	School year	Principal	5/7/2012	131SQ11C4301	Parent outreach to help parents and students better understand possible college and career paths	N/A			0	\$0.00
Provide opportunities for students and families to learn about possible careers and explore college/university options and opportunities.	California Healthy Kids Survey	All Students	School year	Principal	5/7/2012	131SQ11C4303	Classrooms adopt the name of a university/college to build awareness.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Laurel Elementary

Principal: JOHN STANGL

School Quality Standards relevant to this Strategic Priority

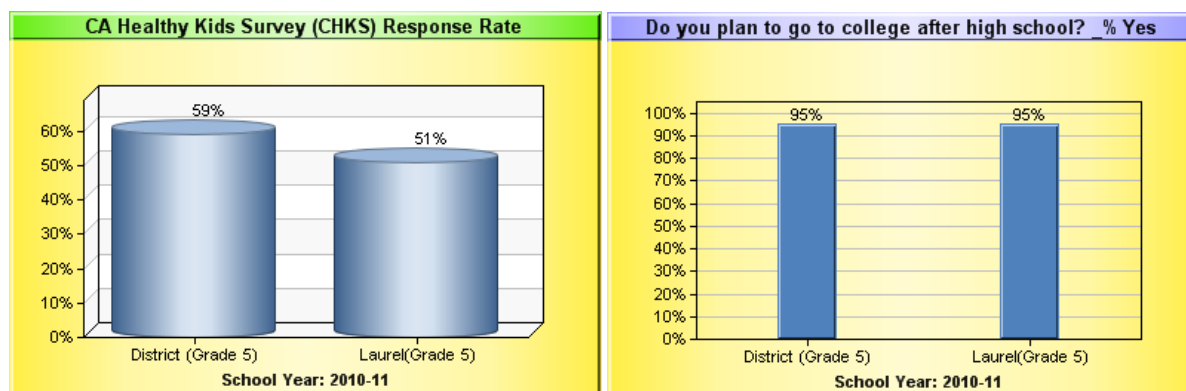
A quality school...

- 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 Data

- 81% of Laurel's student reported on the CHKS survey that they try their best all the time. 19% say they have no goals or aspirations for the future and 5% report they have no plans for college.

Theory Action

- By providing students with regular opportunities to set goals around Attendance, Achievement, and Attitude, students will develop the skill and habit of goal setting and the belief that they can aspire and succeed.
- By focusing on the development of higher order thinking skills, cooperative learning, problem solving, and goal setting, we will position student for success in college and career.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage students in learning that is meaningful, relevant and that fosters the development of critical thinking skills and teamwork.	CHKS results; attendance; behavior referrals	All Students	school year	Principal	5/2/2012	131SQI1D2716	Engage students in learning that is meaningful, relevant and that fosters the development of critical thinking skills and teamwork.	N/A			0	\$0.00
Establish culture of excellence and goal setting by holding Excellence Assemblies each marking period.	ChKS results; attendance; behavior referrals	All Students	School year	Principal	5/2/2012	131SQI1D2717	Establish culture of excellence and goal setting by holding Excellence Assemblies each marking period.	N/A			0	\$0.00

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: Laurel Elementary

Principal: JOHN STANGL

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%

Data Analysis

- There exists a significant achievement gap in both ELA and Math between our two largest ethnic subgroups, African American and Asian.
- Due to the underperformance of our English Learners and African American students, Laurel is now in year 2 of Program Improvement.

Theory Action

- By lowering the class sizes across the grades, teachers will be supported in their effort to modify and differentiate instruction to immediately respond to the needs of students.
- Using the Focal 15 as a model, in each class teachers will identify and closely monitor four underperforming students. Support and instruction will be targeted to address specific needs.
- Using the COST model, a team consisting of the principal, school psych., RSP, SST team and counselors will meet biweekly to coordinate academic and social/emotional student support services and to monitor student response.
- School-wide universal block scheduling of ELD and AED instruction to facilitate the movement of students to the different classes/grade levels to receive AED instruction or appropriate level of ELD instruction.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Class size reduction in grades K-5 to allow for targeted tier 1 interventions.	District benchmark assessments; CST	FBB, BB and BAS	School Year	Stangl	5/7/2012	131SQI1E2046	class size reduction (new hire FTE 0.6)	3010-Title I		TCSHLT9999	0.6	\$45,356.08
Class size reduction in grades K-5 to allow for targeted tier 1 interventions.	District benchmark assessments; CST	FBB, BB and BAS	School Year	Stangl	5/7/2012	131SQI1E2075	class size reduction (FTE 0.5)	7090-EIA - SCE		TCHBIL0200	0.5	\$43,730.91
Class size reduction in grades K-5 to allow for targeted tier 1 interventions.	District benchmark assessments;	FBB, BB and BAS	School Year	Stangl	5/7/2012	131SQI1E2076	class size reduction (FTE 0.4)	7090-EIA - SCE		TCSHLT0015	0.4	\$37,616.62

group interventions							group interventions					
Hire librarian to provide ELA/Reading support and targeted interventions for lowest performing students.	District benchmark assessments; CST		school year	Librarian; principal	5/7/2012	131SQ1E2732	Hire librarian to provide ELA/Reading support and targeted interventions for lowest performing students.	3010-Title I	5825-CONSULTANTS		0	\$12,000.00
Hire Media Consultant to provide ELA/Reading support and targeted interventions for lowest performing students.	District benchmark assessments; CST	FBB, BB and BAS	School year	Media Consultant; principal	5/7/2012	131SQ1E2734	Hire Media Consultant to provide ELA/Reading support and targeted interventions for lowest performing students.	Non-SSC approved			0	\$0.00
Reading intervention provided by Faith Network and Reading Partners to provide targeted reading intervention for lowest performing student grades 1-5.	District benchmark assessments; CST	FBB, BB and BAS	School year	Reading Partners; Faith Network; Principal	5/7/2012	131SQ1E2742	Reading Partners and Faith Network to provide targeted reading intervention for lowest performing student grades 1-5.	Funded by Community Partner			0	\$0.00
Establish partnerships with organizations, eg Reading Partners, Faith Network, African American Male Achievement Task Force, to mentoring and additional academic support to targeted students.	District benchmark exams, CELDT, CST	All Students	School year	Principal	5/7/2012	131SQ1E4082	Establish partnerships with organizations, eg Reading Partners, Faith Network, African American Male Achievement Task Force, to mentoring and additional academic support to targeted students.	N/A			0	\$0.00
Provide gifted and academically talents students with extended learning opportunities through field trips and after school program.	California Healthy Kids Survey	GATE	School year	Princpal	5/7/2012	131SQ1E4300	Provide gifted and academically talents students with extended learning opportunities through field trips and after school program.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Laurel Elementary

Principal: JOHN STANGL

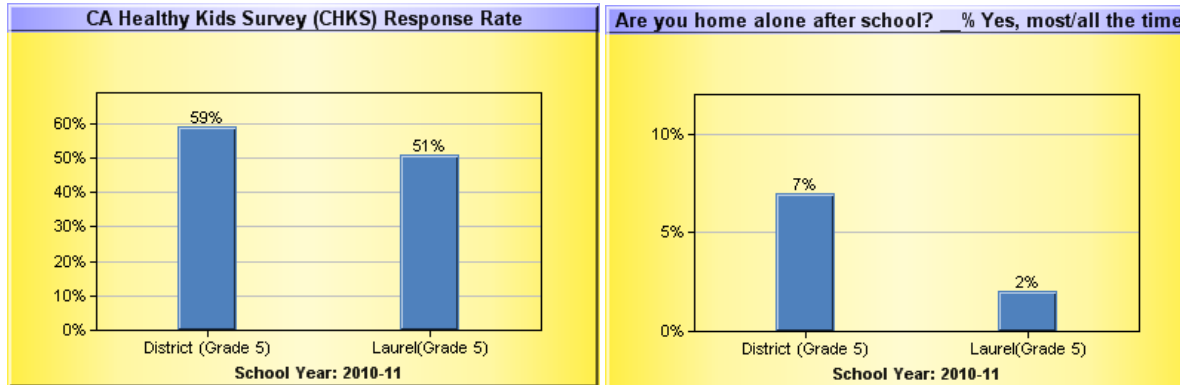
School Quality Standards relevant to this Strategic Priority

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.



Data Analysis

- At Laurel 55% of all 5th graders reported feeling safe all the time while at school, compared to 25% while at home. 20% of students are at home after school without adult supervision at least part of the time.

Theory Action

- By having an After School Program, students will have an opportunity to receive immediate academic support and to participate in enrichment activities, helping them to development important social and artistic skills.
- Offering classroom teachers extended contracts for after school tutoring, will allow them to provide more individualized instruction to accelerate the learning of struggling students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Extended contracts for certificated teachers to provide after school	District benchmark assessments;	FBB, BB and BAS	school year	Principal	4/1/2012	131SQ1F2108	Extended contracts for certificated teachers to provide after school	Non-SSC approved			0	\$0.00

tutoring	CST						tutoring					
Extend contract with After School Program provider to create opportunities for enrichment and academic support.	District benchmark assessments; CST	FBB, BB and BAS	school year	After School Program Coordinator; Stangl	4/1/2012	131SQ1F2111	Renew After School Program provides opportunities for enrichment and academic support.	Non-SSC approved			0	\$0.00
Provide summer academic intervention for lowest performing students	District benchmark assessments; CST	FBB, BB and BAS	School year	Principal	4/1/2012	131SQ1F2144	Identify and recruit lowest performing students to participate in summer program	N/A			0	\$0.00
Provide summer academic intervention for lowest performing students	District benchmark assessments; CST	FBB, BB and BAS	School year	Principal	4/1/2012	131SQ1F2145	Hire summer intervention teachers	N/A			0	\$0.00

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

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

School: Laurel Elementary

Principal: JOHN STANGL

School Quality Standards relevant to this Strategic Priority

A quality school...

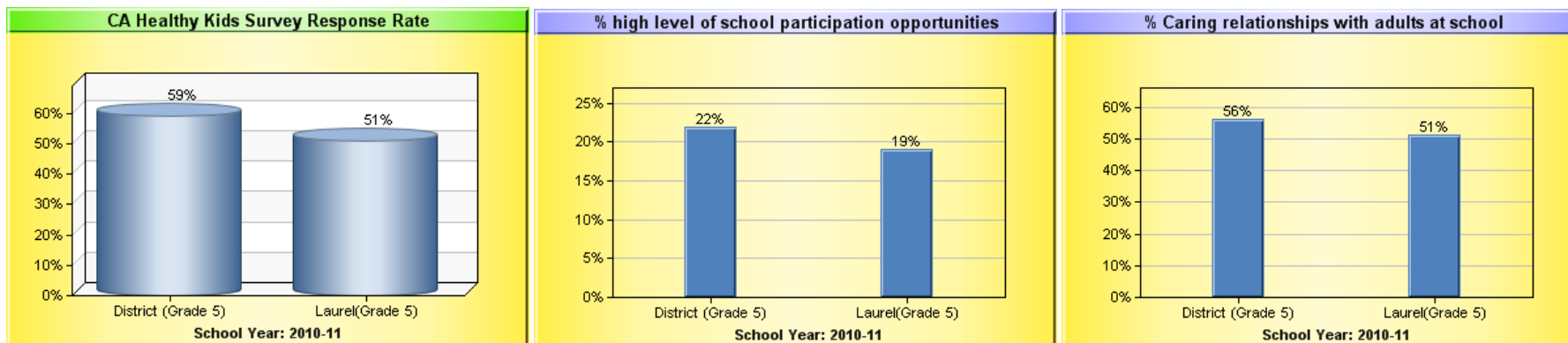
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students 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

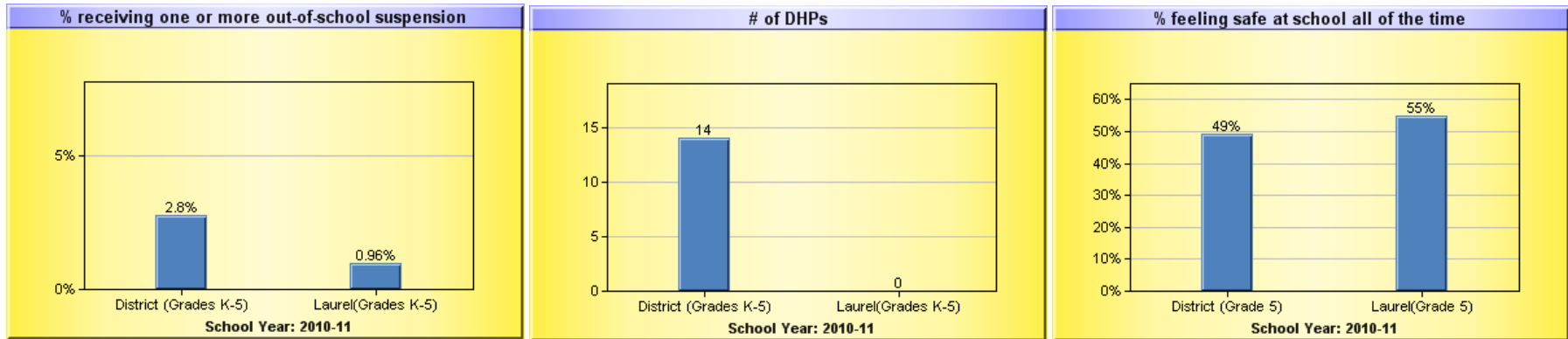
From OUSD Strategic Plan:

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%





Theory Action

- Through early identification of students who struggle academically and socially/emotional and by providing supportive interventions, students are less likely to receive an office referral for behavior.
- By regularly celebrating student successes, we will create a school culture that supports excellence and motivates students to try their best.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Fully implement Second Step curriculum to support positive social behavior and students ability to regulate socially and emotionally.	results of staff pacing surveys; CHKS survey; office referrals	All Students	school year	Principal	5/7/2012	131SQI2A2117	Fully implement Second Step curriculum to support positive social behavior and students ability to regulate socially and emotionally.	N/A			0	\$0.00
Recognize exemplary behavior with High Paw rewards and Student of the Month honors.	CHKS survey; office referrals	All Students	school year	Principal	5/7/2012	131SQI2A2118	incentives/prizes	Non-SSC approved			0	\$0.00
Recognize academic excellence with Excellence Assemblies at the end of each marking period.	CHKS results; attendance; district benchmark results	All Students	school year	Principal	5/7/2012	131SQI2A2119	incentives/prizes/certificates	Non-SSC approved			0	\$0.00
Promote positive social behavior by establishing clear school-wide rules, values and norms.	CHKS results; attendance; district benchmark results	All Students	September	Principal	5/7/2012	131SQI2A2146	Prepare school-wide assembly for September	N/A			0	\$0.00
Early identification of underserved students in need of additional academic and behavioral support through SST referrals and COS Team meetings.	CHKS results; attendance; behavior referrals	All Students	School year	Principal	5/7/2012	131SQI2A2884	Early identification of underserved students in need of additional academic and behavioral support through SST referrals and COS Team meetings.	N/A			0	\$0.00
Launch coordinated anti-bullying campaign based on best	California Healthy Kids	All	School year	Principal	5/7/2012	131SQI2A4304	Launch coordinated anti-bullying campaign based on best	N/A			0	\$0.00

practices and consistent effort.	Survey	Students					practices and consistent effort.					
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Laurel Elementary

Principal: JOHN STANGL

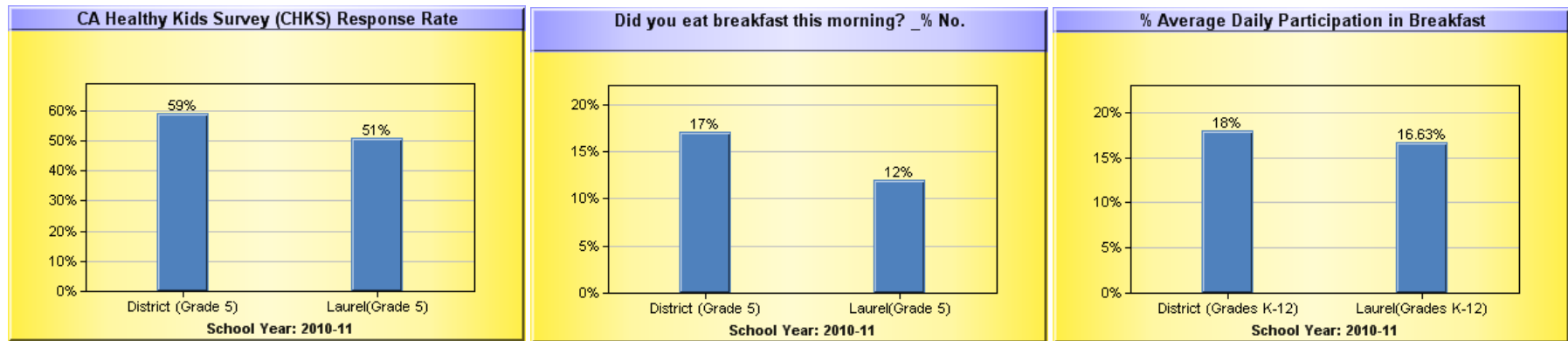
School Quality Standards relevant to this Strategic Priority

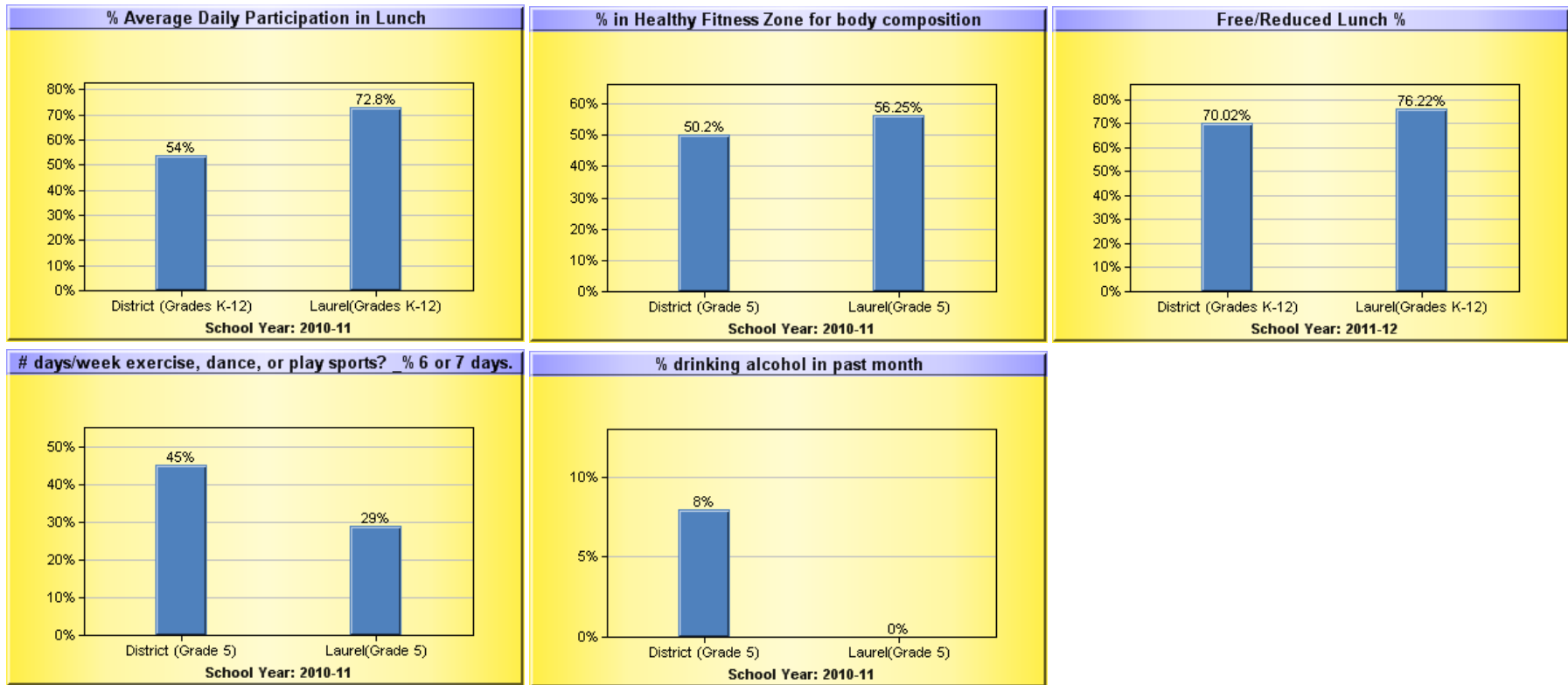
A quality school...

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.





Theory Action

- By putting the programs and people in place to create a school campus where students feel supported and safe, students will have greater opportunity to realize full academic potential.
- By holding regular Coordination of Services Team meetings, attended by our RSP teacher, psychologist and counselors, we will more efficiently and effectively align resources with student needs.
- Structured play and physical education activities will provide students opportunities to maintain health and wellness, and develop important problem solving and team play skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire psychologist to provide direct and indirect mental health support services and serve as active member of COS, SST and 504 teams	CHKS results; attendance; behavior referrals	All Students	school year	psychologist	5/7/2012	131SQI2B2066	Hire psychologist to provide direct and indirect mental health support services and serve as active member of COS, SST and 504 teams	3010-Title I		PSYCHL0039	0.3	\$23,732.75
Hire Noon Supervisor to create safer school environment by providing increased supervision of yard during morning and	CHKS survey; office referrals	All Students	school year	Noon Supervisor; Principal	5/7/2012	131SQI2B2100	Hire Noon Supervisor to create safer school environment by providing increased supervision of yard during morning and	Non-SSC approved			0	\$0.00

lunch recess.							lunch recess.					
Contract with Lincoln Child Center to provide direct mental health support services to students.	CHKS results; attendance; behavior referrals	All Students	school year	Principal	5/7/2012	131SQI2B2130	Contract with Lincoln Child Center to provide direct mental health support services to students.	Non-SSC approved			0	\$0.00
Hire HEROES coach to promote physical fitness, positive yard culture through organized/structured play, and student leadership.	CHKS results; attendance; behavior referrals	All Students	School year	Principal	5/7/2012	131SQI2B2142	Hire HEROES coach to promote physical fitness, positive yard culture through organized/structured play, and student leadership.	N/A			0	\$0.00
Provide robust school-wide referral/case management system (e.g., COST/SST).	CHKS results; attendance; behavior referrals	All Students	School year	Principal	5/7/2012	131SQI2B2148	Biweekly meetings by COST to include RSP teachers, psychologists and Lincoln counselors	N/A			0	\$0.00
Partner with Alameda County and Safe Routes to Schools to promote student safety and physical fitness.	CHKS results	All Students	School year	Principal	5/7/2012	131SQI2B2757	Partner with Alameda County and Safe Routes to Schools to promote student safety and physical fitness.	Funded by Community Partner			0	\$0.00
Promote health and wellness by providing families greater access to nutritional food.	California Healthy Kids Survey; attendance rates	All Students	School year	Principal	5/7/2012	131SQI2B4305	Partner with Meals for Minds and Alameda County Food Bank to organized monthly food distributions for families.	N/A			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Laurel Elementary

Principal: JOHN STANGL

School Quality Standards relevant to this Strategic Priority

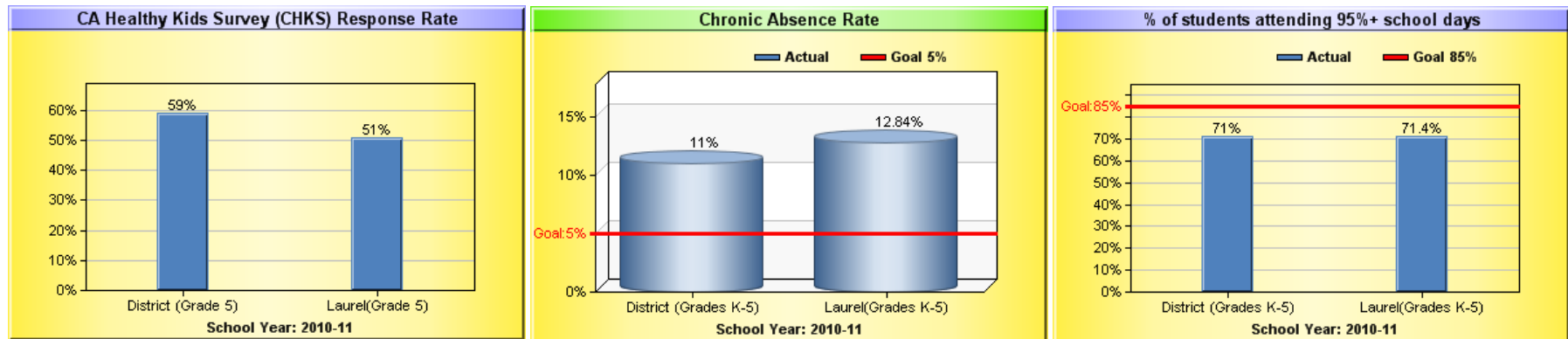
A quality school...

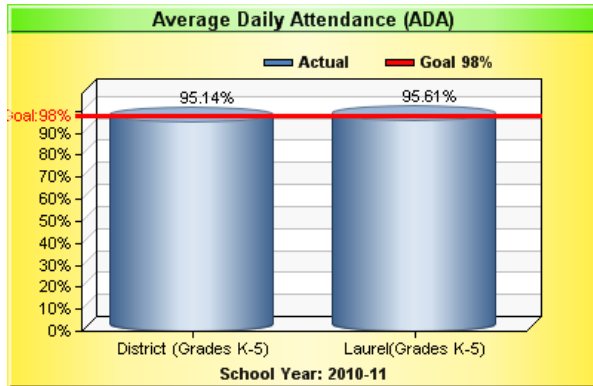
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

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

- 54% of K-5 students who live in the neighborhood attend Laurel. Many students who attend Laurel from outside the attendance area rely on public transportation/private car.

Data Analysis

- Many factors go into our high rate of chronic absenteeism, including the high percentage of students live outside attendance area. We also have a large number of students that suffer chronic illness, especially asthma.

Theory Action

- Form SART/SARB team to identify students who have a history of high absenteeism early on and identify main causes. Provide counseling, referrals and support where possible.
- To reduced tardies and absences, we will celebrate with awards and certificates students who have perfect attendance or who significantly reduce the number of tardies and absences

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase Attendance Clerk position to monitor student attendance and identify chronically absent students early on; participate as member of SART/SARB team.	ADA; percentage of students chronically absent	All Students	school year	Attendance Clerk; Principal	5/7/2012	131SQI2C2105	Increase Attendance Clerk position to monitor student attendance and identify chronically absent students early on; participate as member of SART/SARB team.	Non-SSC approved			0	\$0.00
Form SART/SART committee to identify chronically absent students and hold meetings with parents to identify solutions	ADA; percentage of students chronically absent	All Students	school year	Principal	5/7/2012	131SQI2C2122	Form SART/SART committee to identify chronically absent students and hold meetings with parents to identify solutions	Non-SSC approved			0	\$0.00
Schedule minimum days for teachers to conference with parents 2-3 times per year to discuss academics,	CHKS; Attendance data	All Students	School year	Principal	5/7/2012	131SQI2C2787	Schedule minimum days for teachers to conference with parents 2-3 times per year to discuss academics,	Non-SSC approved			0	\$0.00

attitude and attendance. Encourage improved attendance by recognizing students monthly for perfect attendance and for improving attendance.	Chronic absenteeism rates; attendance rates	All Students	School year	Principal	5/7/2012	131SQI2C4306	attitude and attendance. Encourage improved attendance by recognizing students monthly for perfect attendance and for improving attendance.	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: Laurel Elementary

Principal: JOHN STANGL

School Quality Standards relevant to this Strategic Priority

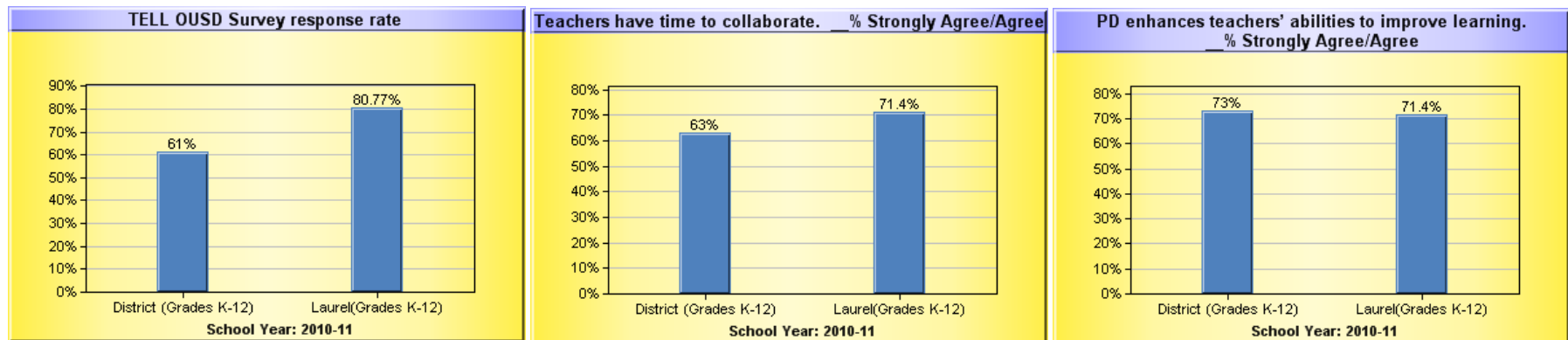
A quality school...

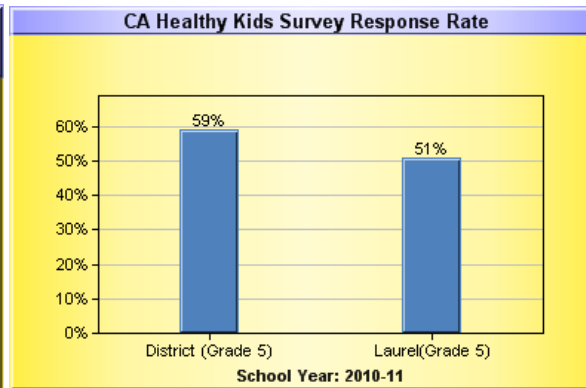
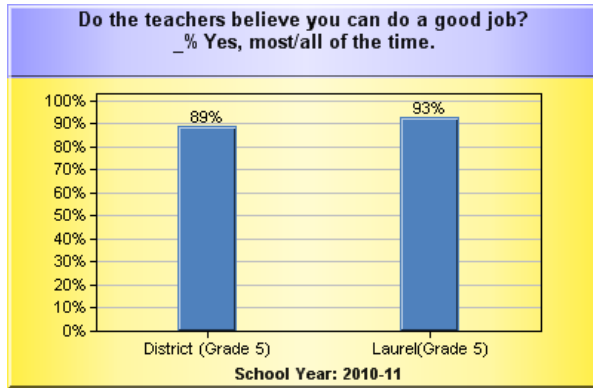
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes 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 Data

- Laurel's teaching staff is veteran, with the majority having taught 5+ years, and provides leadership formally, through participation in committees and leadership teams, and informally, through collegial collaboration.
- At Laurel, professional development is delivered by teachers in English Language Arts, Science, Math and Special Needs.

Theory Action

- By creating structures for collaborative leadership including Instructional Leadership Team, SSC, Culture and Climate Leadership Team, the level of engagement and ownership of ideas will increase among all stakeholders.
- The fostering of a Professional Learning Community among teachers that engage in collaborative cycles of inquire, will result in accelerated growth of student achievement.
- Teacher leadership focused on the achievement of all students plays a critical role in a school success.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide high quality weekly professional development that fosters and supports teacher leadership; engages teachers in cycles of inquiry; allows teachers to learn research-based best practices.	CHKS results; meeting evaluations	All Students	School year	Principal	4/1/2012	131SQI3A2862	Provide weekly professional development that fosters and supports teacher leadership; engages teachers in cycles of inquiry; allows teachers to learn research-based best practices.	Non-SSC approved			0	\$0.00
Create organizational chart that includes all committees and leadership teams and includes meeting times, purpose, and list of members.	CHKS results	All Students	School year	Principal	4/1/2012	131SQI3A2866	Create organizational chart that includes all committee and leadership teams and includes meeting times, purpose, and lists members.	N/A			0	\$0.00
Provide teachers with release time to observe classrooms, coach, and attend leadership trainings.	CHKS results	All Students	School year	Principal	4/1/2012	131SQI3A2869	Provide teachers with release time to observe classrooms, coach, and attend leadership trainings.	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Laurel Elementary

Principal: JOHN STANGL

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

- Laurel has an active parent community as evidenced by the number of active PTA members; SSC, Title 1, and ELAC attendance, and parent teacher conference attendance.

Theory Action

- By organizing school events showcasing student talent and academic achievement, parents will more frequently visit school and become more involved in school events.
- By cultivating and supporting parents leaders representing all demographic subgroups, a more representative group of parents and parent leaders will take shape.
- Through increased parent engagement, parents and students, together with school staff, will see themselves as part of a responsive and caring school community.
- To effectively reach parents, all forms of communication - newsletters, phone calls, meetings, etc. - must be used and translation must be provided in all major languages.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide meeting refreshments for parent engagement meetings including SSC/ELAC, Title 1, and Volunteer Appreciation Day	number of parents attending engagement meetings	All Students	school year	Principal	5/7/2012	131SQI4A2116	Provide meeting refreshments for parent engagement meetings including SSC/ELAC, Title 1, and Volunteer Appreciation Day	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,556.05
Support parent leaders by providing opportunity to attend Title 1 parent	District benchmark assessments;	FBB, BB and BAS	school year	J. Stangl	5/7/2012	131SQI4A2129	Support parent leaders by providing opportunity to attend Title 1 parent	9901-Title I - Parent Participation	5220-CONFERENCE EXPENSE		0	\$600.00

leadership conference. Provide informal opportunity for parents to ask questions, make suggestions, share concerns, and receive information at monthly Coffee with the Principal meetings.	CST CHKS; Attendance data	All Students	School year	Principal	5/7/2012	131SQI4A2822	leadership conference. Provide informal opportunity for parents to ask questions, make suggestions, share concerns, and receive information at monthly Coffee with the Principal meetings.	Non-SSC approved			0	\$0.00
Regularly communicate information translated in all major spoken languages (English, Spanish and Cantonese) to parents through monthly school newsletter, weekly teacher letters, School Messenger and at appropriate school events.	CHKS results	All Students	school year	Principal	5/7/2012	131SQI4A2826	Regularly communicate information translated in all major spoken languages (English, Spanish and Cantonese) to parents through monthly newsletter, School Messenger and at appropriate school events.	Non-SSC approved			0	\$0.00
Plan at least one large school event/assembly monthly showcasing and celebrating student talent and academic achievement.	CHKS results; attendance	All Students	School year	Principal	5/7/2012	131SQI4A2834	Plan at least one large school event/assembly showcasing and celebrating student talent and academic achievement.	Non-SSC approved			0	\$0.00
Schedule minimum days for teachers to conference with parents 2-3 times per year to discuss academics, attitude and attendance.	CHKS results; attendance	All Students	School year	Principal	5/7/2012	131SQI4A2873	Schedule minimum days for teachers to conference with parents 2-3 times per year to discuss academics, attitude and attendance.	N/A			0	\$0.00
Organize parent workshops to engage and build capacity of parent community to support their child's education.	District benchmark exams, CELDT, CST		School year	Principal	5/7/2012	131SQI4A4307	Identify and hire parent outreach coordinator.	N/A			0	\$0.00
Organize parent workshops to engage and build capacity of parent community to support their child's education.	District benchmark exams, CELDT, CST		School year	Principal	5/7/2012	131SQI4A4308	Identify and engage in partnerships with community based organizations eg Second Step, College Bound, On Track, etc. thpartnership opportunities,	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Laurel Elementary

Principal: JOHN STANGL

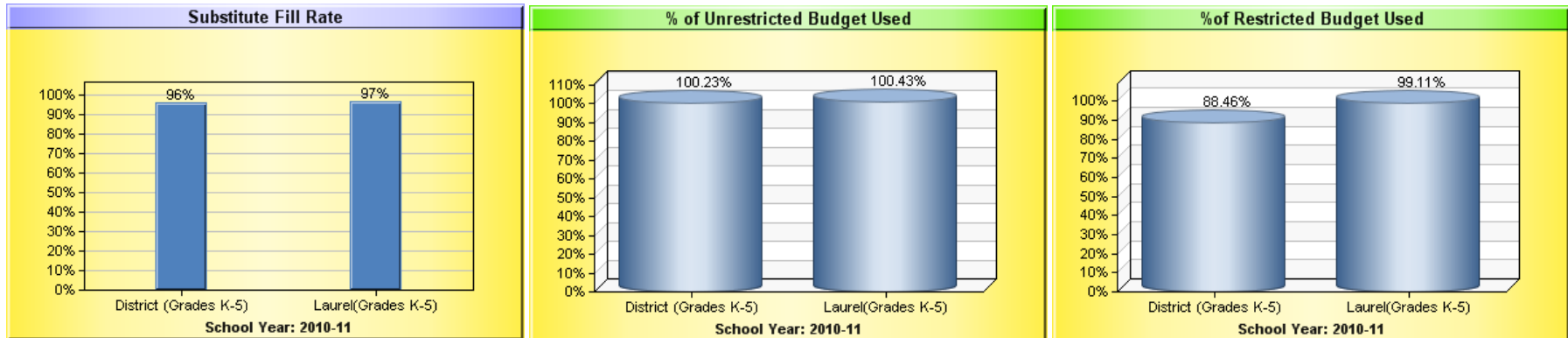
School Quality Standards relevant to this Strategic Priority

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.



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**ASSURANCES
2012-2013**


**School Site: Laurel
Site Number: 131**

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

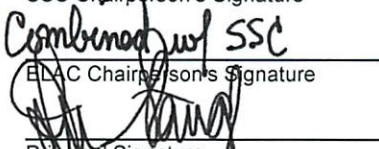
- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

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 4/5/2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/5/2012.
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:



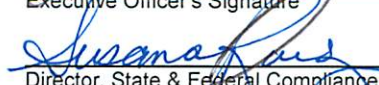
 SSC Chairperson's Signature

Combined w/ SSC



 ELAC Chairperson's Signature



 Principal Signature



 Executive Officer's Signature



 Director, State & Federal Compliance Signature

Carlos Castellanos
SSC Chairperson's Name (printed)

4/5/12
Date

ELAC Chairperson's Name (printed)

John Stangl
Principal's Name (printed)

Date
4/5/12
Date

Junette Hernandez
Executive Officer's Name (printed)

05/15/2012
Date

Susana Ramirez
Director, State & Federal's Name (printed)

6/8/12
Date

School Site Council Membership Roster – Elementary School

School Name: Laurel 131

School Year 2011 - 2012

Chairperson: Castellanos, Carlos	Vice Chairperson: Bell, James
Secretary: White, Jennifer	<u>DAC Representative:</u> <u>Walker, Avis</u>

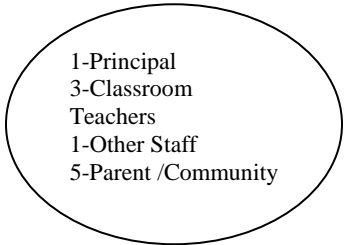
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm.
John Stangl	3750 Brown Ave. Oakland, CA. 94619	1			
Carlos Castellanos	3750 Brown Ave. Oakland, CA. 94619				5
Jonisha Smith	3750 Brown Ave. Oakland, CA. 94619				5
James Bell	3750 Brown Ave. Oakland, CA. 94619				5
Jennifer White	3750 Brown Ave. Oakland, CA. 94619		3		
Avis Walker	3750 Brown Ave. Oakland, CA. 94619			1	
Lena Why	3750 Brown Ave. Oakland, CA. 94619		3		
Johanna Brekke-Brownell	3750 Brown Ave. Oakland, CA. 94619		3		
Laura Uribe	3750 Brown Ave. Oakland, CA. 94619				5
Raquel Pulido	3750 Brown Ave. Oakland, CA. 94619				5
DAC Representative					
Avis Walker					
	Email: _____				

Meeting Schedule	2nd Wednesday of Every Month 5:30-7:00 Library
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SSC Legal Requirements:

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.



This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before Fax # 879-8098

Title I School Parental Involvement Policy 2012 - 2013

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Laurel agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 - Inform parents of their schools participation in the Title I Program.
 - Explain the requirements of the Title 1 Program.
 - Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title 1 Program.
 - The parents' right to participate in the development of the District's Title 1 Plan.

Laurel will yearly hold a Title I meeting in November to explain the requirements of the Title 1 program, explain parents rights to be involved and participate in the development of the District's Title 1 Plan.

- Offer a flexible number of meetings for parents.

Laurel will yearly hold a Title I meeting in November and monthly SSC meetings to share, monitor impact of Title 1 funding programs, and modify plan as necessary.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

Laurel will yearly hold a Title I meeting in November and monthly SSC meetings to share, monitor impact of Title 1 funding programs, and modify plan as necessary.

- Provides parents of Title I students with timely information about Title I programs.

Laurel will yearly hold a Title I meeting in November and monthly SSC meetings to share, monitor impact of Title 1 funding programs, and modify plan as necessary.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet

Laurel will yearly hold a Title I meeting in November and monthly SSC meetings to share, monitor impact of Title 1 funding programs, and modify plan as necessary.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Laurel will yearly hold a Title I meeting in November and monthly SSC meetings to share, monitor impact of Title 1 funding programs, and modify plan as necessary.

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 the minutes of the Title 1/SSC meeting held on November 2, 2011.

This policy was adopted by the Laurel School Site Council on 11/2/2011 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Laurel'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)

Laurel Elementary School – Family Compact

Laurel Elementary School working in partnership with students, families, and the school community agree to enter this compact for the purpose of: exchanging information, sharing decision making, collaborating to improve student achievement, as well as build & maintain positive relationships with all involved. As a school community, we support school-family compacts and affirm the importance of family involvement in students' overall success, while achieving the State of California's high academic standards.

This School-Parent Compact is in effect during the 2012-2013 school year.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe, supportive and engaged environment for families and students: Psychological and emotional safety is promoted, the physical environment is safe and free of health hazards, appropriate emergency procedures and supplies are present, learning space and furniture to accommodate the activities, and healthy food and drinks are provided. Staff and teachers provide a welcoming atmosphere, session flow is planned, presented, and paced for children, activities support active engagement, staff support students with encouragement and in building new skills. Students and families have opportunities to develop a sense of belonging, staff engages with students and families in positive ways, students and families have opportunities to practice leadership, staff support students to manage feelings and resolve conflicts in a restorative model. Staff and teachers will encourage and model positive social and emotional behavior through actions and words.
- 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: We will improve students' academic achievement in a safe, stimulating, and nurturing environment where teachers practice instructional strategies that meet the individual learning needs of all the students. We will provide on-going staff development to our teachers and individualized learning opportunities to our students to help them reach their grade level standards. We will provide a curriculum that fosters a well-rounded education beyond Math and English Language Arts to all grade levels. Our goal is to be considered one of the best schools in Oakland.
- 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 Conferences will be held at report card period. If a child is in need of academic or emotional support a separate meeting will be called.
- Provide parents with frequent reports on their children's progress.
- Reports will be sent home once per trimester to update parents on student progress. If a child is in need of academic or emotional support a separate report will be sent home. Communicate with families early and often to share positive developments as well as identify any interventions necessary as early as possible.
- Provide parents reasonable access to staff.
- Parents are allowed to visit classrooms at any time after checking in the office. If a parent-teacher conference is needed it can be scheduled with the teacher. If a parent wishes to meet with the administration a meeting can be scheduled with the front office.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- A parent can volunteer for any classroom or school wide event that occurs at Laurel. Arrangements for classroom support can be made with the teacher and school wide support can be made through the front office, Principal, and PTA president.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Monitor and encourage regular attendance
- Arrange for on-time arrival and pick-ups daily
- Ensure students have identified a safe route to and from school
- Make sure homework is completed and reviewed
- Provide structured time for daily reading
- Stay in contact with teacher and school site
- Monitor and limit amount of television viewing time
- Promote positive use of child's out of school time
- Promote positive reinforcement to excel in school
- Commit to at least one of the parent governance teams throughout the school year (SSC, PTA, ELAC, PAT)
- Promote good healthy choices in preparation for the school day
- Ask your child about their day
- Get your child to bed at a reasonable time
- Encourage and model positive social and emotional behavior through actions and words
- Tell your child you love them

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Do my homework every day
- Ask for help when I need it
- Communicate with teachers and adults and peers in a positive manner
- Read for at least 20-30 minutes (depending on grade) every day outside of school
- Make nutritious choices for meals
- Strive to get a good night's sleep every day
- Be and become a positive role model
- Agree to practice positive conflict resolution
- Be respectful
- Be responsible
- Be at the right place at the right time
- Listen to and follow directions the first time they are given.

Student

Teacher

Parent/Guardian

Laurel 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."	<p>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.</p> <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><u>Appropriate Instructional program materials</u> All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: ___ All Students. ___ ELs. ___ SWDs.</p> <p><u>Appropriate Use</u> Identify all that apply: ___ Core materials are used daily as designed. ___ 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.							

Laurel 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 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 ___assessed, ___placed, and ___ 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> _____ 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.							

Laurel 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%																	
			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. 4__ Gr. 5__ Gr. 6__ All Intensive ELs: Gr. 4__ Gr. 5__ Gr. 6__ All Intensive SWD's: Gr. 4__ Gr. 5__ Gr. 6__</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="4" style="text-align: left;">Number/% Provided SBE-Intensive Intervention</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Appropriate Use</u> _____ Materials are used daily as designed.</p>					Number/% Provided SBE-Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students				Intensive ELs				Intensive SWDs
Number/% Provided SBE-Intensive Intervention																								
	Grade 4	Grade 5	Grade 6																					
Total Intensive Students																								
Intensive ELs																								
Intensive SWDs																								
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.																								

Laurel 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	1.4 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 ____ assessed, ____ placed, and ____ provided appropriate SBE-adopted instructional program materials. Number of Students: ____ All Students. ____ ELs. ____ SWDs. Appropriate Use Identify all that apply: ____ Core materials are used daily as designed. ____ 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.							

Laurel 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	Substantial y	Partially	Minimally
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Appropriate Instructional Program Materials</u> All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials. Students served: Number of Intensive Intervention Students: All Intensive learners: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___ All Intensive ELs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___ All Intensive SWDs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___ <u>Appropriate Us</u> _____ 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.							

Laurel 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	1.6 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. 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 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. <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 <u>Appropriate Instructional Program Materials</u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. Number of Intensive Intervention Students: All Intensive Learners: Gr. 8 ___ All Intensive ELs: Gr. 8 ___ All Intensive SWDs: Gr. 8 ___				
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Number Provided SBE-Algebra Readiness	
Grade 8	
Total Students	
ELs	
SWDs	

Appropriate Use
 _____ Materials are used daily as designed.

Laurel 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. ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective	Fully	Substantially	Partially	Minimally																																																		
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																		
			Key Components <u>Appropriate Allocation of Daily Instructional Time</u> _____ Time is given priority and protected from interruptions. Identify the number of instructional minutes (length of periods) offered at each grade level.																																																						
			<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="10" style="text-align: left;">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></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ELs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>SWDs</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students										ELs										SWDs									
Number of Instructional Minutes at each grade level																																																									
	K	1	2	3	4	5	6	7	8																																																
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Documentation		Additional Comments																																																							
Reading/Language Arts/ELD																																																									
District Instructional Regulations:																																																									
School Instructional Regulations:																																																									
Attach appropriate documents																																																									

Laurel 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	2.2 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. <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. 	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. <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>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	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. <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) 	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. <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 type="checkbox"/> Time is given priority and protected from Interruptions. <input 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. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 25%;">Proficiency Levels</th> <th style="width: 12.5%;">Levels 1-2</th> <th style="width: 12.5%;">Level 3</th> <th style="width: 12.5%;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students				# of Instructional Minutes in ELD (beyond 2.1 and 2.2)
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Documentation		Additional Comments														
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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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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	2.5 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) 	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. <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 	Objective	Fully	Substantially	Partially	Minimally																																																											
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																											
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		<p>taught in the grade-level Algebra I course.</p> <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. 	<p>Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 5%;">K</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</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: 5%;">8</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">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 style="text-align: left;">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 style="text-align: left;">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>		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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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>2.7 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%	
			Key Components					
<u>Appropriate Allocation of Daily Instructional Time</u>								
_____ Time is given priority and protected from interruptions.								
Indicate total number of <u>additional</u> minutes:								
# of Instructional Minutes at each grade level								
		4	5	6	7	Algebra Readiness		
All Intensive Learners								
All Intensive ELs								
All Intensive SWDs								
Documentation		Additional Comments						
	Mathematics							
District Instructional Regulations:								
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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.				
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 dally 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 <u>Instructional/Assessment Pacing Guides</u> _____ Distributed to each grade level. _____ Used daily at every grade level. <u>Pacing Guide Use Monitored</u> _____ Principal monitors daily use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
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.				
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> _____ Distributed to each grade level. _____ Used daily at every grade level. <u>Pacing Guide Use Monitored</u> _____ Principal monitors daily use.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
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.						
4. School Administrator Instructional Leadership Training	<p>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).</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 RLA/ELD or intensive reading intervention 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 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:</p> <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. <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		
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%		
			Key Components <u>Training and Practicum Completed</u> Principal _____ Training in RLA/ELD. _____ Structured Practicum.* Vice Principal _____ Training in RLA/ELD. _____ Structured Practicum.* * Refer to suggested practicum activities in EPC 3.3.						

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	<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			

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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.				
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%
			<p style="text-align: center;">Key Components</p> <p><u>Training and Practicum Completed</u></p> <p>Principal _____ Training in Mathematics. _____ Structured Practicum.*</p> <p>Vice Principal _____ Training in Mathematics. _____ Structured Practicum.*</p> <p>* Refer to suggested targeted professional development and support list.</p>				

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	<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			

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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.				
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%
			<p style="text-align: center;">Key Components</p> <p><u>Principal's Professional Development</u> _____ Completed.</p> <p>Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)</p>				

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		<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			

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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.				
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				
			_____ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District Senate Bill (SB) 472, Completion Records:							
Approved Provider Information:							
Date of Offerings:							
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.						
5. Credentialed Teachers and Professional Development Opportunity	<p>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.</p> <p>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</p>	<p>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.</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"> • 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						
			<p><u>Training and Practicum Completed:</u></p> <p>Indicate number of teachers at each grade level and number completing training and practicum.</p>						
		# of Teachers	40-hour Training	80-hours of Structured Practicum					
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
* Refer to suggested practicum activities.									

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	<p>school/district professional development plan.</p>	<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.			

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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.																																											
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	Substantial y	Partially	Minimally																																							
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																							
			Key Components																																											
			<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; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;"># of Teachers</th> <th style="width: 15%;">40-hour Training</th> <th style="width: 15%;">80-hours of Structured Practicum</th> </tr> </thead> <tbody> <tr><td>Grade 1</td><td></td><td></td><td></td></tr> <tr><td>Grade 2</td><td></td><td></td><td></td></tr> <tr><td>Grade 3</td><td></td><td></td><td></td></tr> <tr><td>Grade 4</td><td></td><td></td><td></td></tr> <tr><td>Grade 5</td><td></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 style="margin-top: 10px;">* Refer to suggested practicum activities.</p>								# of Teachers	40-hour Training	80-hours of Structured Practicum	Grade 1				Grade 2				Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Algebra 1				Algebra Readiness
	# of Teachers	40-hour Training	80-hours of Structured Practicum																																											
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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.			

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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.				
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	Substantial y	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p><u>Coaches/content experts/specialists</u> _____ 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> _____ 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.							

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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.				
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. _____ 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> _____ 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.							

Essential Program	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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Component							
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.	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. <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				
<u>Ongoing Assessment and Monitoring System</u>							
_____ District supported electronic data management system.							
_____ District-wide reporting and analysis of assessment results.							
_____ School-wide reporting and analysis of assessment results.							
_____ Timely data from assessments available to and easily accessible by administrators and teachers.							
_____ Common curriculum embedded/formative assessments in use school-wide.							
<u>Training on Accessing and Using Electronic Data System</u>							
_____ Staff trained on using and accessing data from the electronic data system.							
<u>Using Formative Assessment Results</u>							

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			<input type="checkbox"/> Common curriculum embedded/formative assessments administered frequently. <input type="checkbox"/> School-wide assessment calendar developed and used. <input 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.			

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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.				
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				
<p><u>Ongoing Assessment and Monitoring System</u></p> <p><input type="checkbox"/> District supported electronic data management system.</p> <p><input type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p><u>Training on Accessing and Using Electronic Data System</u></p> <p><input type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p>							

Laurel ES
Academic Program Survey—Elementary School Level

			<p><u>Using Formative Assessments Results</u></p> <p>_____ Curriculum embedded/formative assessments administered frequently.</p> <p>_____ School-wide assessment calendar developed and used.</p> <p>_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Mathematics		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels -			
Classroom:			
District			
Attach appropriate documents.			

Laurel 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.	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. <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	Substantial y	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Scheduled Structured Collaboration Meetings</u> <input type="checkbox"/> Number per month. <input type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate. <input type="checkbox"/> Meetings are structured; protocols/tools are developed and used. <input type="checkbox"/> Training for collaboration meeting protocols provided to teachers. <input type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction. <input 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 type="checkbox"/> Using and analyzing timely student common assessment results from all students. <input type="checkbox"/> Strengthening program implementation. <input type="checkbox"/> Designing and improving lessons and instruction. <input type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:	Reading/Language Arts/ELD						
Attach appropriate documents.							

Laurel 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	Substantial y	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	Substantial y	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p><u>Scheduled Structured Collaboration Meetings:</u></p> <p>_____ Number per month.</p> <p>_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p>_____ Meetings are structured; protocols/tools are developed and used.</p> <p>_____ Training for collaboration meeting protocols provided to teachers.</p> <p>_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p>_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p><u>Collaborative Meeting Discussion Content</u></p> <p>_____ Using and analyzing timely student common assessment results from all students.</p> <p>_____ Strengthening program implementation.</p> <p>_____ Designing and improving lessons and instruction.</p> <p>_____ Identifying research-based strategies to support specific skill needs of all students.</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Laurel 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.				
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).	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. <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				
			<u>Allocation of Funds</u> _____ District and site categorical and general funding are aligned to support EPC implementation.				
			<u>Coordination of Funds</u> _____ The SPSA aligns to the goals and activities in the LEA Plan.				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
Plan uses all revenues appropriately.							
Attach appropriate documents.							

Laurel 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.				
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> _____ District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> _____ 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.							