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 – Allendale Elementary School

Action Requested:

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

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Allendale Elementary

6001630

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

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

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

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 EFFFECTIVE 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

Allendale Elementary School is situated in the Allendale Park neighborhood of East Oakland. The school had an enrollment of 415 students in the 2011-2012 year in grades K-5, with fifteen classrooms. In addition there is a kindergarten SDC classroom and a state pre-K program. Of the students, 80% are eligible for free or reduced-price lunch and 42% are English Learners. 33% of the students are Latino, 37% are African American, 12% are Asian, 6% are Filipino. 7.8 % of the students are receiving Special Education services. The school has steadily improved its standardized test scores and API, which currently stands at 786. Teachers meet weekly for a sixty minute period during the workday in their professional learning community to analyze student performance data and set goals and instructional strategies. They follow a set agenda and use protocols and defined roles to manage the meetings. These meetings are the cornerstone of building a professional learning community. Allendale has hired consultants to help support our efforts in improving student behavior and increasing parent involvement. The Higher Ground group has two full-time student behavior counselors who work with students with numerous behavior referrals. Allendale School uses technology to help improve student performance. The school has high-speed internet connections available in all classrooms which have three or four computers for student use. Allendale has a modern computer lab with 32 workstations. We use server-based integrated software to give students opportunities for monitored practice in reading and math. We have a library/media center staffed by a library clerk. The focus of technology at Allendale use is to increase student proficiency in writing, research and inquiry. Allendale receives ASES and OFCY grants which fund the Tigers Roar Extended Day Program. Grant funds are used to pay for an academic coordinator, teacher tutors that provide academic support, and consultants for enrichment programs including sports, martial arts, ballet folklorico, Oakland Youth Chorus, track and cheerleading programs, and more. Academic tutoring is also provided by the Supplemental Education Services (SES). Approximately 200 students participate in one or more of the after school programs. Allendale has a pre-K to Kindergarten transition plan. Parents of children in pre-K programs are provided with opportunities during the Spring to visit the Kindergarten classrooms and meet and talk with the teachers. There are also meetings scheduled during the summer and a parent

meeting for incoming Kindergarten parents just before the new school year begins.

VISION

Our mission is to establish a community and an environment of learning, trust, and respect. Highly qualified teachers engaged in building an effective professional learning community staff each classroom. Parents and community members are vital stakeholders in promoting student academic achievement. Our clean and safe school, K-3 Spanish bilingual program, before and after school programs, speech therapists, resource specialists, behavior support, community outreach and educational technology all help make Allendale School first rate. Establishing a Culture of Goal Setting and High Expectations Allendale follows the philosophy that we always must answer three crucial academic questions to insure school improvement. They are: ? What do students need to know? ? How do we know when they do? ? What do we do when they don?t? ? What do we do when they do get it? What Do Students Need To Know? The key aspect of this question is each PLC understanding what key standards students must master at each grade level. It is the focus of each PLC to identify these key standards and create a pacing calendar that insures that the standards are taught. How Do We Know When They Do? Not only will PLC?s analyze summative data from the CST, and benchmark assessment data, but each PLC must create weekly formative assessments to understand what students understand every week. All this data is used to decide upon common instructional strategies that will have the greatest impact upon student learning. What Do We Do When They Don?t? After PLC?s have considered their grade-level data they have to differentiate instruction to meet the needs of all students. We have found that this is most effectively done during ?workshop? time. This is when the teacher can work with small groups of students while the rest of the class works independently on leveled assignments. This is Tier 1 in our RTI model. Tier 2 involves pulling out small groups of students in need of intensive intervention conducted by our intervention specialist and our ELD/Intervention Coach. These specialists also push into key classrooms during ? workshop? to add to the level of instructional support for Tier 2 identified students. Tier 3 includes support for students with specific learning disabilities by Resource teacher and aid. Tier 3 also includes after school tutorial classes taught by Allendale teachers. What Do We Do When They Do? High performing students are recognized through award ceremonies, certificates, t-shirts and medals. Teachers are trained in balanced literacy techniques to challenge students at higher and higher levels of critical thinking. Differentiation takes place during classroom instruction and content area blocks when students can participate in independent reading and writing workshop practice. Fostering the Development of Professional Learning Communities Teaching Practices PLC's Meet Weekly. Each grade has identified 3 key standards that will be focused on up to the CST. Common formative assessments are developed in each PLC. Common instructional strategies are discussed in each PLC. Each PLC sets mastery standards at each grade level for Math and ELA. These standards must be passed before the students are promoted to the next grade-level. Teachers communicate clear, daily, student learning targets/objectives linked to key standards and explanations of mastery. Authentic Performance Assessments are developed and administered. They incorporate key standards and utilize multiple modes of assessment that take into account students? multiple intelligences. Teachers post student results (on-going) for students to be able to monitor their own progress.

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

Monitoring We have weekly administrative team. meetings and biweekly Instructional Leadership Team meetings to review our progress and agree to common strategies. We have monthly SSC meetings where results and effectiveness are discussed with parents. We regularly consult data and use classroom observations and walkthroughs with parents and teachers to gauge progress. Leadership Practices PD is conducted regularly on how to monitor student learning, differentiation, and to develop common instructional strategies. There are regular daily walkthroughs of classrooms and with feedback on agreed to ?vital signs? of instruction. Each administrative team member (principal and coaches) spend at least 2 hours daily in classrooms. We have determined that development of teacher leadership is key to school improvement. To that end we are devoting an increased emphasis to PD on PLC facilitation. Developing teacher leadership is key in growing the expertise and professionalism of the PLC?s. Our Instructional Leadership Team (ILT) meets to determines the key school wide instructional focus and analyzes the results and sets goals to continue our progress.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

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:

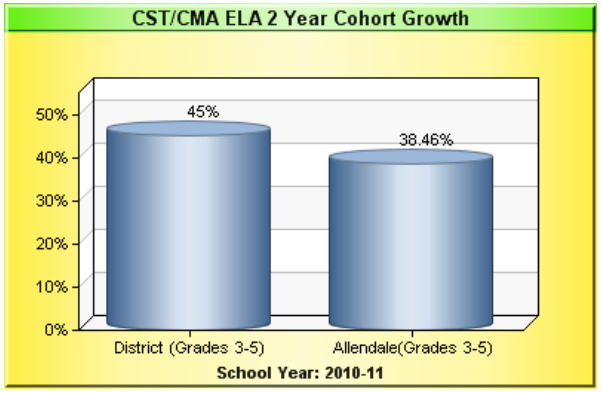
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

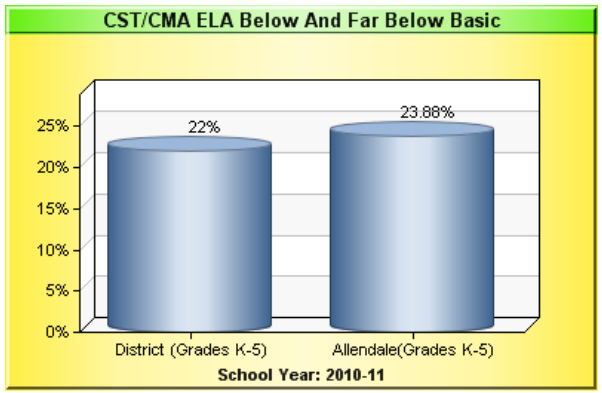
District-level Goals

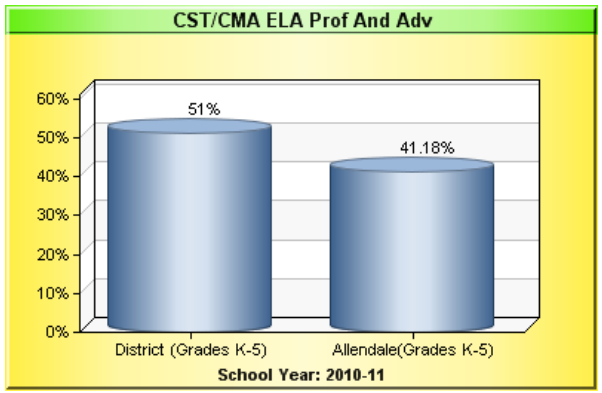
1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels 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 Sate 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

- CST ELA Matched Cohort 2009-10 to 2010-11 : 70% at PRO/ADV remained there and 26% slid back to BAS; 40% at BAS increased to PRO/ADV, 36% stayed at BAS; 44% at FBB moved to BAS, 22% stayed at FBB;
- 2011-12 BM I Multiple Choice: 32% At/Above, 37% Approaching, 32% Below; BM II: 46% At/Above, 36% Approaching, 18% Below; Fall SRI Scores show 53% of 2nd-5th graders below grade and 48% at or above.

Data Analysis

- The 2011 CST ELA Overall % of students at PRO/ADV (41%) is in line with Allendale's recent history - 49% in 2010 (boosted by a very successful 5th grade), 42% in 2009, and 38% in 2008.
- The 2011 CST ELA Overall % of students at BAS (35%)is also in line with Allendale's recent history - 33% in 2010, 33% in 2009, and 36% in 2008.
- The 2011 CST ELA Overall % of students at BB/FBB (23%)is also in line with Allendale's recent history - 19% in 2010, 26% in 2009, and 26% in 2008.
- Allendale has not been able to significantly change student outcomes on the CST over the last several years. The 2011-12 BM data shows results similar to previous years as well (CST Cohort % PRO = 39%, BM I % AT/Above = 32%; BM II % At/Above = 46%).
- There are 3 student groups of concern: 2011-12 3rd Grade (2010-11 CST to 2009-10 2nd Grade CST: +16% BB/FBB and -16% PRO/ADV); English Learners (29% "Growth" and 35% "Slide" to 38% and 29% school wide); Latino males (30% "Growth" and 48% "Slide").

Theory Action

- Implement Balanced Literacy in daily instruction including Reading Workshop (Independent Reading, Guided Reading, Shared, or Grade Level Reading, and Independent Workstations), Writing Workshop, and Word Work.
- Use DRA to identify student instructional reading level, DIBELS and BPST in the primary grades, and District Benchmark assessments. Use PLC time on a weekly basis to collaboratively look at student work and data and to plan for student instruction.
- Purchase books for central leveled library and classroom books and supplies for balanced literacy instructional practices.
- Participate in Professional Development and on-going observations and feedback cycles with our PALS partners at Aspire Charter schools.Utilize key texts to guide PD and teacher collaboration, such as ones by Fountas and Pinnell and Lucy Calkins
- Engage in peer observations using Instructional Rounds walkthrough process to refine and deepen practices. Includes release time for teachers to observe and debrief.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount

TSA/Literacy Coach focusing on coaching teachers in balanced literacy for student achievement.	CST and BM tests	FBB, BB and BAS	sept. to June	Mr. T.	5/7/2012	101SQI1A2378		3010-Title I		T10TSA0077	0.45	$32,445.67
Substitutes to release teachers to observe balanced literacy strategies at BMA , and for peer observation at Allendale.	CST, BM, DIBELS, and other assessments.	FBB, BB and BAS	Sept. to June	Mr. T.	5/7/2012	101SQI1A2396	Teacher release time for professional development, peer observation, outside school observation in conjunction with the PALS partnership with ASPIRE schools.	3010-Title I	1150-TEACHERS SUBSTITUTES		0	$3,500.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

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:

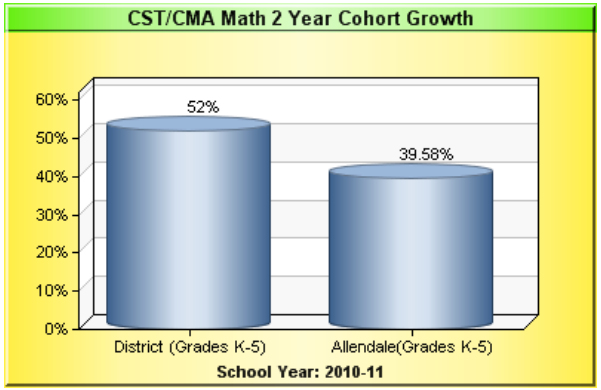
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

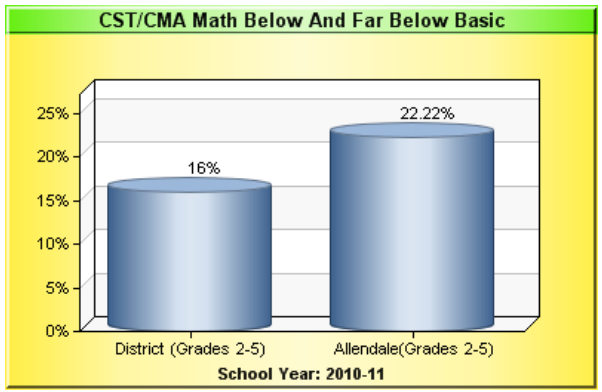
District-level Goals

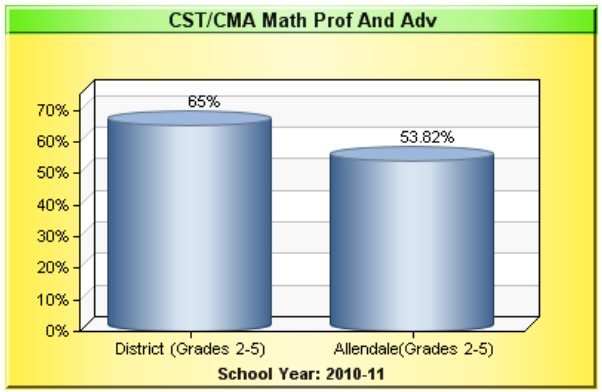
1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science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

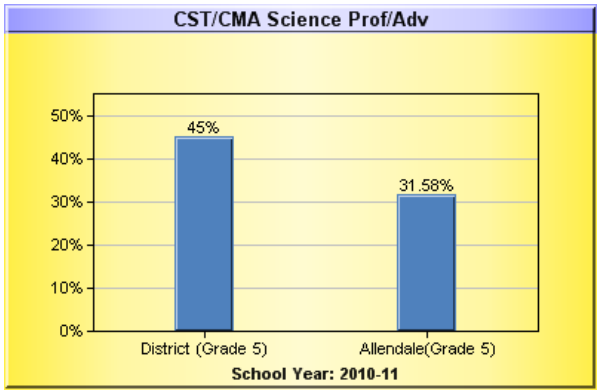
School Federal and State Academic Achievement Goals:

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

- CST Math Matched Cohort 2009-10 to 2010-11: 82% at PRO/ADV remained there and 14% slid back to BAS; 36% at BAS increased to PRO/ADV, 42% stayed at BAS; 0% at FBB moved to BAS,67% stayed at FBB (n=3);
- CST Science improved from 2008 (24 % PRO/ADV and 44% BB/FBB) to 2011 (31% PRO/ADV and 28% BB/FBB). 2011-12 Math BM I Multiple Choice: 52% At/Above, 9% Approaching, 29% Below; BM II: 42% At/Above, 18% Approaching, 40% Below;

Data Analysis

- The 2011 CST Math Overall % of students at PRO/ADV (52%) is in line with Allendale's recent history - 61% in 2010 (boosted by a very successful 5th grade), 51% in 2009, and 50% in 2008.
- The 2011 CST Math Overall % of students at BAS (24%)is also in line with Allendale's recent history - 23% in 2010, 25% in 2009, and 28% in 2008.
- The 2011 CST Math Overall % of students at BB/FBB (24%)is also in line with Allendale's recent history - 15% in 2010, 24% in 2009, and 21% in 2008.
- Allendale has not been able to significantly change student outcomes on the CST over the last several years. The 2011-12 BM data shows results similar to previous years as well (CST Cohort % PRO = 56%, BM I % At/Above = 62%; BM II % At/Above = 42%).
- There are 3 student groups of concern: 2011-12 3rd Grade (2010-11 CST to 2009-10 2nd Grade CST: +16% BB/FBB and -16% PRO/ADV); English Learners (29% "Growth" and 35% "Slide" to 38% and 29% school wide); Latino males (30% "Growth" and 48% "Slide").

Theory Action

- Balanced literacy will include "science literacy". Every clasroom will be expected to complete the cycle of science reading, student discourse, and writing that is begun with the FOSS activity.
- With the adoption of the Common Core State Standards (CCSS) there is a shift in focus from mastery of discrete skills to a focus on the eight Standards for Mathematical Practice. They focus on how students reason, communicate, and make connecti
- The SMP include making sense of problems and persevering in solving them, constructing arguments and critiquing the reasoning of others, modeling real life situations using mathematics, and strategic use of appropriate tools.
- There will also be a new focus on formative assessments that create discussion and questions, allow the teacher to provide feedback that moves students forward, and makes students instructional resources for each other.
- As part of our balanced literacy intiative, we will increase content area text reading and support. We will have professional development to train teachers how to scaffold comprehension of difficult non-fiction texts, especially science.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount

TSA/math and science coach to work with students and teachers on math and science instructional strategies - including with ELL's.	CST, BM test.	FBB, BB and BAS	Sept. to June	Mr. T.	5/7/2012	101SQI1B2387	TSA to provide professional development and student intervention in math.	3010-Title I		T10TSA0036	0.55	$54,645.26
TSA/math and science coach to work with students and teachers on math and science instructional strategies - including with ELL's.	CST, BM tests	FBB, BB and BAS	Sept. to June	Mr. T.	5/7/2012	101SQI1B2388	TSA to provide professional development and student intervention in math.	7090-EIA - SCE		T10TSA0036	0.3	$29,806.51
TSA/math and science coach to work with students and teachers on math and science instructional strategies - including with ELL's.	CST, BM tests	English Learners	Sept. to June	Mr. T.	5/7/2012	101SQI1B2389	TSA to provide professional development and student intervention in math.	7091-EIA - LEP		T10TSA0036	0.15	$14,903.25

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

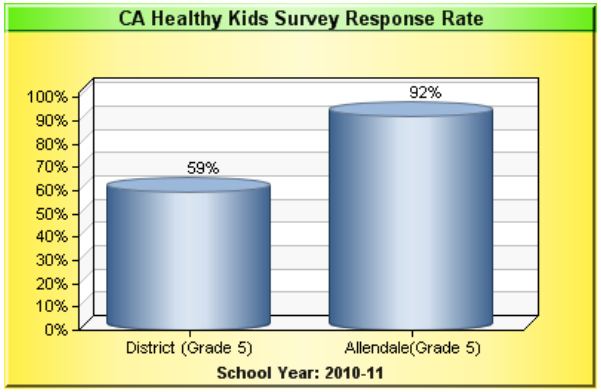
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

School Quality Standards relevant to this Strategic Priority

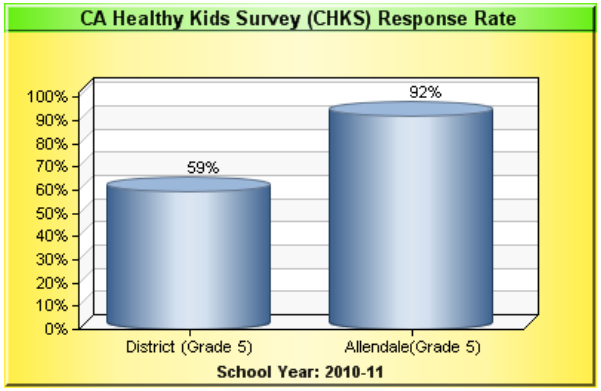
A quality school...

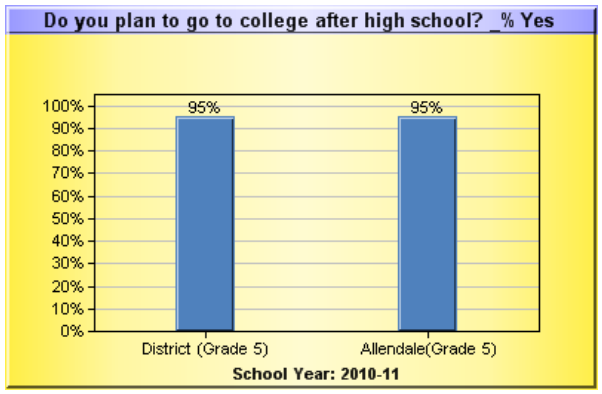
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities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

From OUSD Strategic Plan:

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

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





School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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

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

School Data

- DIBELS 1st Grade - 25 out of 50 (English) are not at Benchmark overall. 17 are Below ("Deficit" at mid-year) in Nonsense Word Fluency.
- CELDT (Oct. 2011) - 31 out of 52 3rd, 4th, and 5th grade students are below their "grade level" proficiency level (are at Beginning, Early Intermediate, or Intermediate).

Data Analysis

- DIBELs - Higher support for students identified as at-risk for later academic difficulty includes early grade reading intervention small group pull-out, SST with families, and progress monitoring with DIBELS.
- EL stuck in Level 3 - Focal 15
- Latino Males
- DIBELS, BPST testing, benchmark tests identify students. Reviewed by COST team and enrolled in school-day intervention programs.
- "BASIC" students are identified by CST and benchmark tests to give after school tutorial services to bump to "PROFICIENT".

Theory Action

- Establish an RTI pyramid with schoolwide core instructional programs that will meet the needs of 80% of students (Tier I), targeted support for 15% of students (Tier II), and more intense services for the remaining 5% (Tier III).
- Academic differentiation in Tier I core programs based on state, district, school assessment data. Teacher pulls leveled groups to accelerate achievement, uses engagement and participation strategies and integrates culturally relevant literature.
- Provide science prep classes with integrated science studies throughout the day. Offer early-exit bilingual program, leveled ELD classes with Systematic ELD, after school GATE classes, and service learning opportunities
- Higher support for students identified as at-risk for later academic difficulty includes early grade reading intervention small group pull-out, SST with families, and progress monitoring with DIBELS.

- Establish COST team to coordinate special ed, regular ed, and support service communication on student success.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA to coordinate ELL program including intervention services, ELD program, and Bilingual program.	CELDT tests, CST and BM tests	English Learners	Sept. to June	Mr. T.	5/17/2012	101SQI1E2379	TSA to provide professional development on academic language and English Learner stategies and methods and targeted student group instruction.	7091-EIA - LEP		T10TSA0077	0.55	$39,655.81
Intervention Specialist to teach intervention curriculum to students with gaps in their language arts learning.	DIBELS, BM, BPST testing. COST Team referral.	FBB, BB and BAS	Sept. to June	Mr. T.	5/17/2012	101SQI1E2380	Intervention Specialists to provide intervention for struggling English-only and ELL students. Materials to support ELL's and struggling readers.	7090-EIA - SCE		INTSPC0174	0.8	$31,880.14
Extended contracts for teachers to run small after school intervention groups for students not meeting standards.	CST, BM, DIBELS, and other assessments.	FBB, BB and BAS	Sept. to June	Mr. T.	5/17/2012	101SQI1E2397	Extended contracts for teachers to run small after school intervention groups for students not meeting standards.	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	$4,000.00
Extended contracts for teachers to run small after school intervention groups for students not meeting standards.	CST, BM, DIBELS, and other assessments.	English Learners	Sept. to June	Mr. T.	5/17/2012	101SQI1E4579	Extended contracts for teachers to run small after school intervention groups for students not meeting standards.	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	$700.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

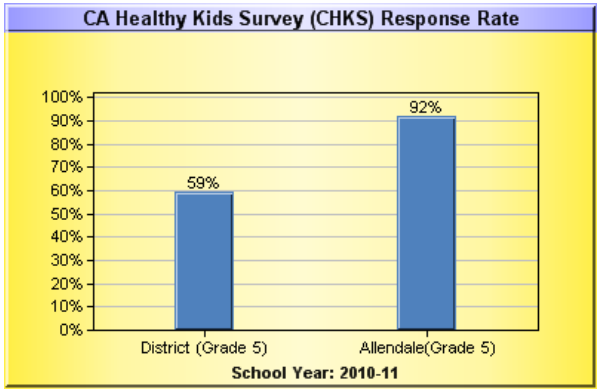
School Quality Standards relevant to this Strategic Priority

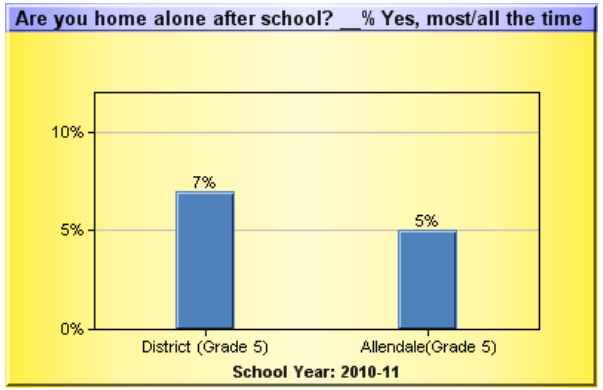
A quality school...

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

From OUSD Strategic Plan:

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





School Data

- 100 students in 1st through 5th grades are currently enrolled in our Tigers' Roar extended day program. 120 students participated in the SES after school tutorial program using 4 different providers on-site.
- An after-school tutorial program (not Higher Ground) is provided for BASIC students to push them to Advanced or Proficient on the CST.

Data Analysis

- Wrap-around service with students in day time behavioral services and academic intervention services has improved those students' behavior and academics.
- Enrichment courses are offered that are not available during the regular day - gardening, service learning, ballet folklorico and more.
- An assessment of the program done by the OUSD After School Program Office found that the program scored between 4 and 5 on a 1-5 scale in: safe environment, supportive environment, interaction, and academic climate.
- During the January assessment the program scored a 3.62 in engagement. This score was based on students not having opps. to set goals, take responsibility, and make choices based on their interest.

Theory Action

- The extended day program reserves space for those students with identified academic and behavioral challenges. Many students who are served by H.G. behavioral support during the regular day are also enrolled in the extended day program.
- Teachers and the extended day program communicate to insure that the extended day can support students with homework and other academics.
- The extended day program focuses on the same key learning standards and uses many of the same instructional strategies as the classroom teachers.
- Students in the extended day program will use Fast Forward reading intervention software daily in the computer lab to both help close and their gaps in reading as well as accelerate their reading.

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

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

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

School Quality Standards relevant to this Strategic Priority

A quality school...

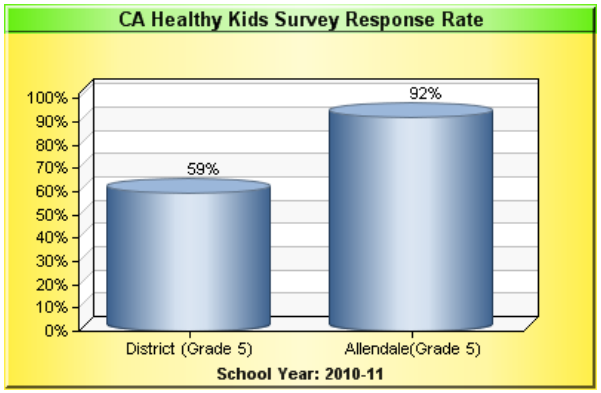
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

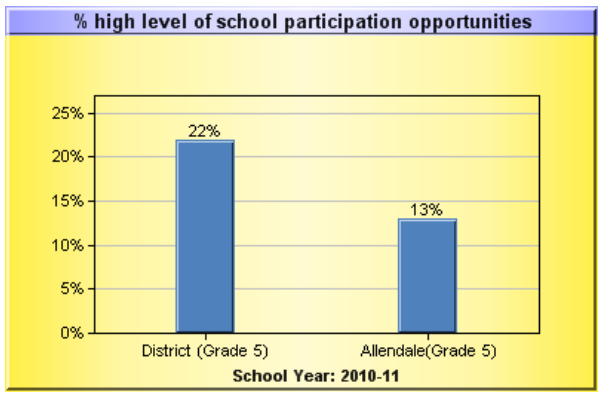
From OUSD Strategic Plan:

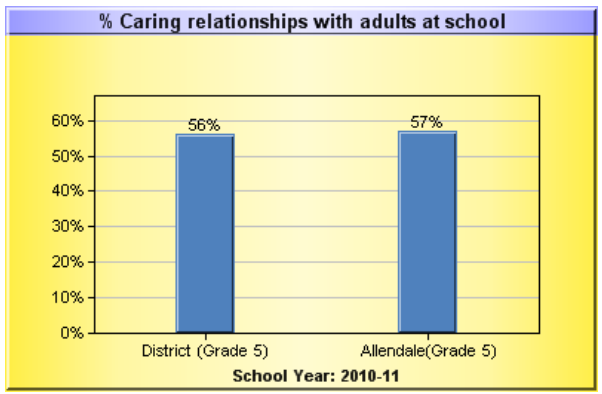
Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include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

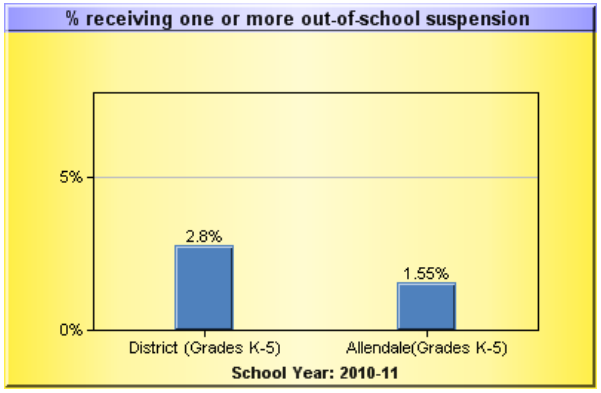
District-level Goals

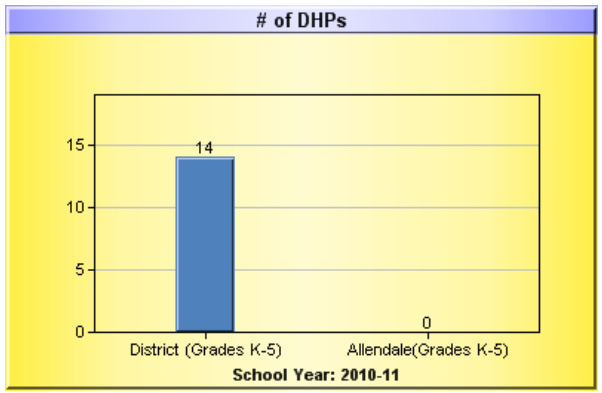
- Reduce Disciplinary Hearing Process referrals by 20%

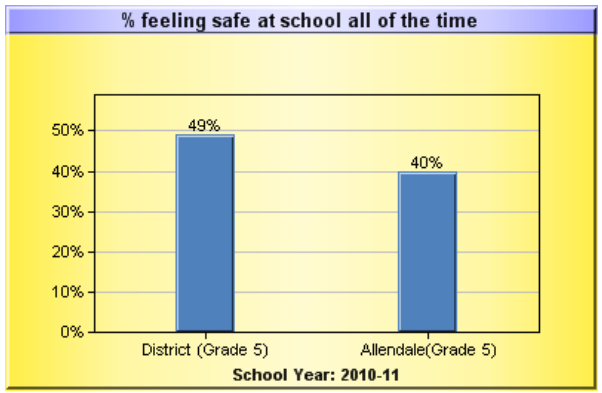












School Data

- Last year 7 students received 1 or more suspensions. This year students have received 1 or more suspensions.
- 75% of 5th graders have a caring relationship with an adult all or most of time, and 685 have opps for meaningful participation in school.

Data Analysis

- Factors re: increased suspensions: 2 years of teachers with poor management, no Playworks, changed yard supervisors, new difficult students, coherent and enforced discipline policy.
- 75% report having a "caring relationship" with an adult at the school all or most of the time.
- 72% report feeling safe at school all or most of the time, but only 45% fell safe outside of school.
- 33% report having "opps for meaningful participation at school" all the time, and a total of 68% report this opp all or most of the time (the bar graph on this page is incorrect).
- There are a high number of behavioral referrals generated for a small number of students.

Theory Action

- Establish positive school wide climate with practices that will meet the needs of 80% of students (Tier I), targeted support for 15% of students (Tier II), and more intense services for the remaining 5% (Tier III).
- Core program includes parent orientation sessions and parent-teacher conferences, student participation and engagement techniques from Teach Like a Champion, teaching CARES social skills, Higher Ground school climate coaches, and Playworks
- More intense support include Higher Ground behavioral services, Anne Martin counseling, behavior contracts and counseling, and increased parent contact and support.
- Family events to include academic awards ceremonies, Fall and Spring festivals, Health Fair, and Higher Ground extended learning parent engagement and family events.
- A clear, positive-incentive based discipline policy that is followed precisely by all school staff.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Behavioral coaches (Higher Ground) to work with students with behavioral challenges. RTI Tier 2 and 3	Behavioral referrals and suspension data.	FBB, BB and BAS	Sept. to June	Mr. T.	3/30/2012	101SQI2A2392	Behavioral coaches (Higher Ground) to work with students with behavioral challenges. RTI Tier 2 and 3	3010-Title I	5825-CONSULTANTS		0	$31,000.00

support.							support.					
Behavioral coaches (Higher Ground) to work with students with behavioral challenges. RTI Tier 2 and 3 support.	Behavioral referrals and suspension data.	FBB, BB and BAS	Sept. to June	Mr. T.	3/30/2012	101SQI2A2393	Behavioral coaches (Higher Ground) to work with students with behavioral challenges. RTI Tier 2 and 3 support.	7090-EIA - SCE	5825-CONSULTANTS		0	$19,000.00

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

Strategic Priority B. Health & Wellness

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

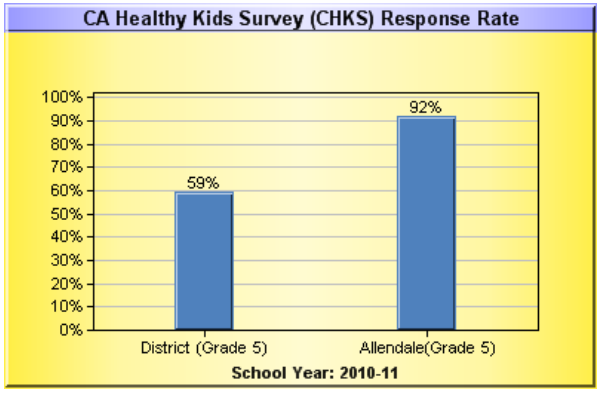
School Quality Standards relevant to this Strategic Priority

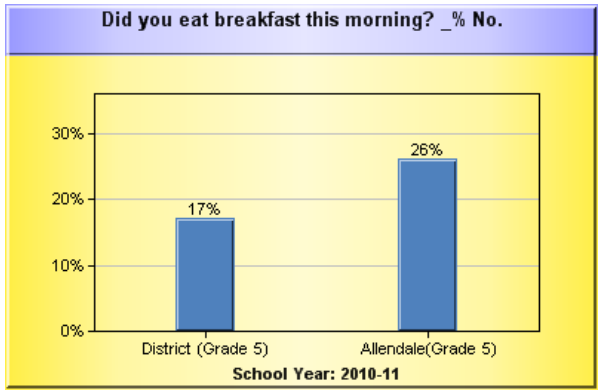
A quality school...

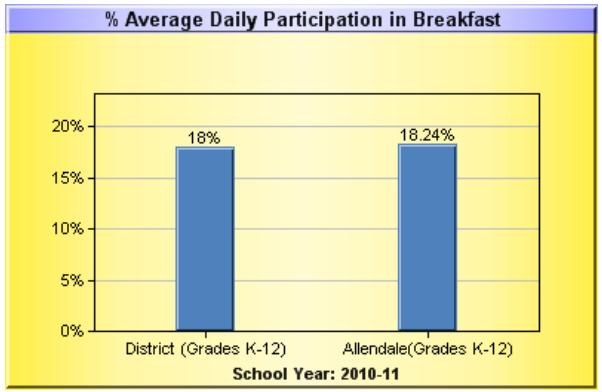
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

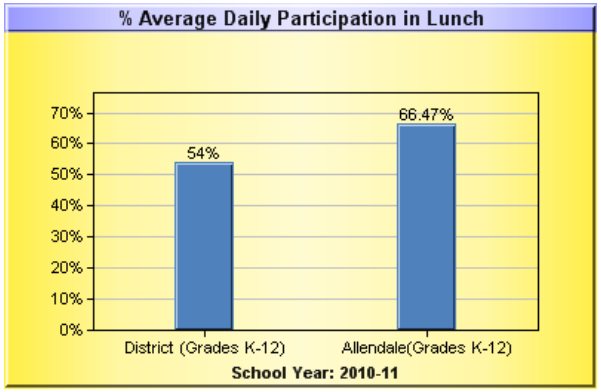
From OUSD Strategic Plan:

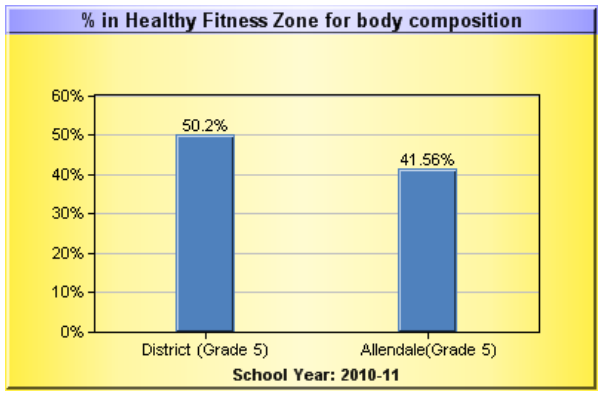
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

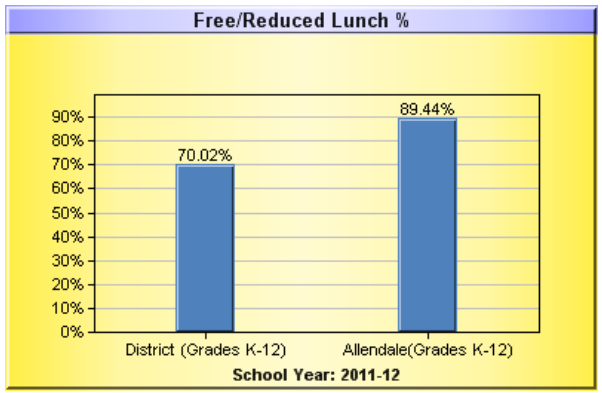


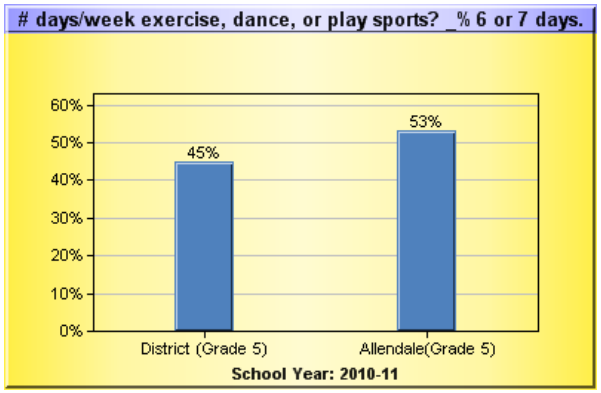


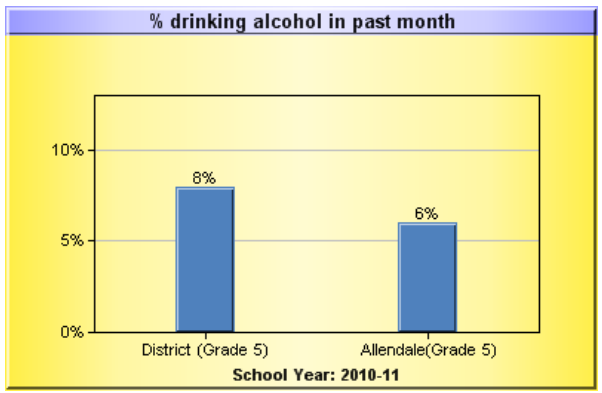












School Data

- 26% of 5th graders indicated they did not eat breakfast.
- 70% of 5th graders report that they exercise 5-7 days per week.

Data Analysis

- There may be a need to promote alternative breakfast opportunities like "second chance", by asking students if they have eaten.
- Fundraisers at school have often sold "junk food". There is a need to follow OUSD's Wellness Policy.
- 30% of 5th graders may not be getting daily exercise at school.

Theory Action

- Promote the breakfast program, and have all teachers ask daily if their students have has breakfast. Provide a "second chance" if they have not eaten.
- Nurse will provide health education in nutrition and alcohol, tobacco, drugs. Seek out community partners to provide other aspects of health ed.
- Further systematize referral to COST and follow-through on SST system. Seek out other community-based student support services.
- Insure that all teachers provide 100 minutes per week of PE.
- OUSD's Wellness Policy will be promoted to insure that "junk" food is not served/sold at events and fundraisers

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School nurse 2-3 days per week to provide health education, follow OUSD health compliance, network with community health providers.	COST referrals, SST minutes.	FBB, BB and BAS	Sept. to June	Mr. T.	5/14/2012	101SQI2B4507	Nurse will provide nutrition and healthy living training to students and parents.	3010-Title I			0	$14,188.00
"Playworks" to run a recess games program and to teach games to classes weekly.	CHKS survey, 5th grade physical fitnes scores	All Students	Sept. to June	Mr. T.	5/14/2012	101SQI2B4506		N/A			0	$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

School Quality Standards relevant to this Strategic Priority

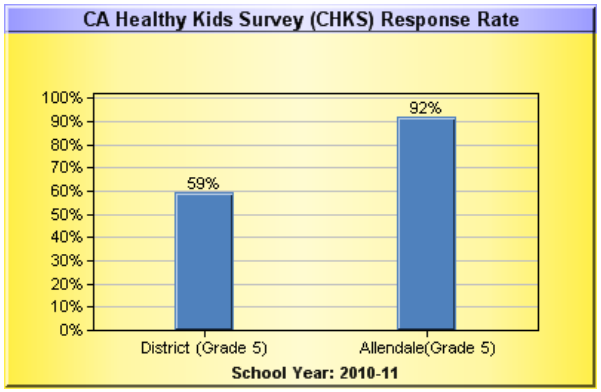
A quality school...

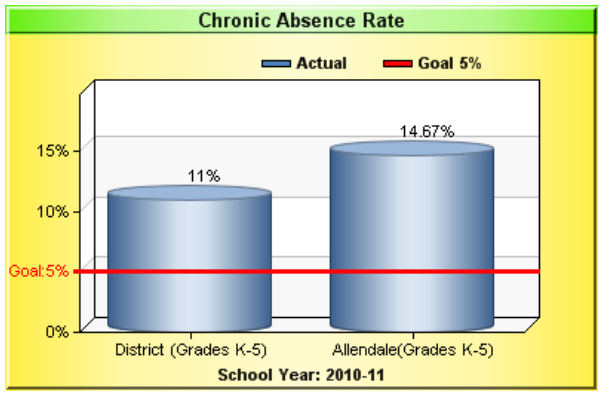
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

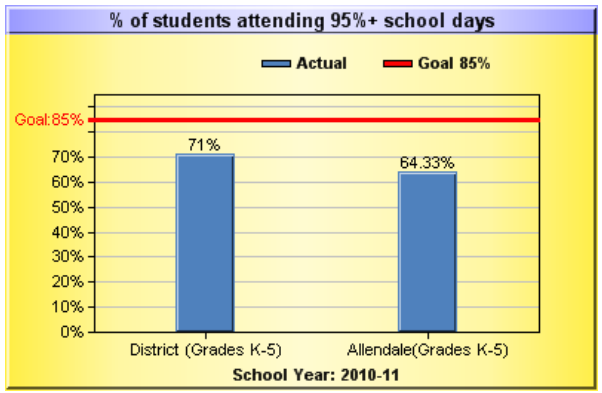
From OUSD Strategic Plan:

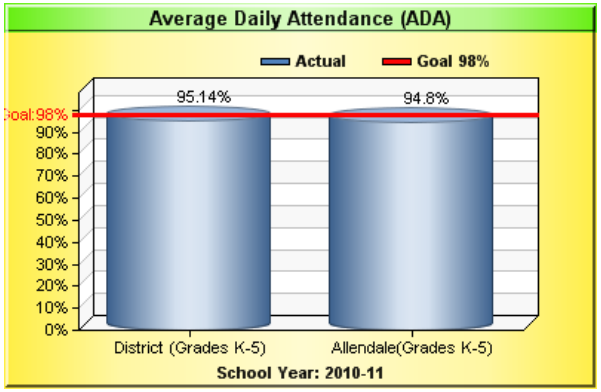
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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

- As of March 2 approx 11% (46) of students were chronically absent, compared to 15% last year.
- 37% of chronic absences are of kindergarteners, and 26% are 1st graders. 2/3 of all chronic absences are K and 1st grades.

Data Analysis

- Uniform requirement, increased parent orientation meetings, increased parent-teacher conference time, COSTteam attention, stricter SART process have reduced chronic absences.
- Kindergarten and 1st grade parents need training and support regarding importance of attendance and how to manage student absence and illness.

Theory Action

- Focus on outreach and education of K & 1st grade parents to break the chronic absence pattern.
- Recognize perfect and improved attendance like we do academic achievement.
- Utilize new parent engagement coordinator to contact parents and offer support to get students to school.
- Teachers will be educated on how they can also make contact with parents and encourage them regarding the importance of regular attendance.

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

School Quality Standards relevant to this Strategic Priority

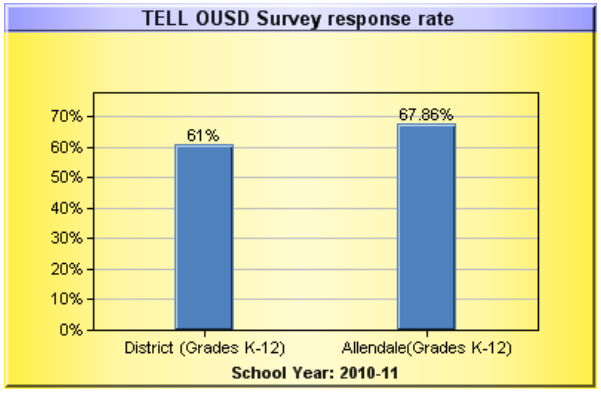
A quality school...

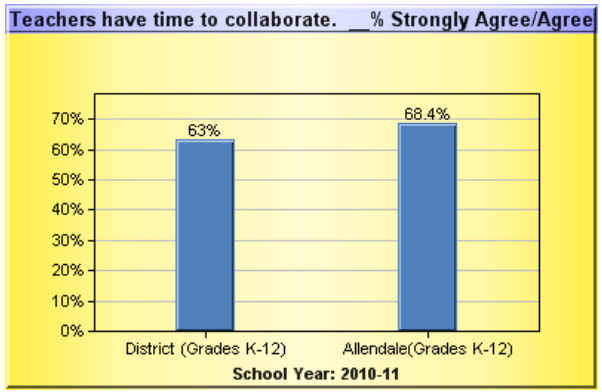
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

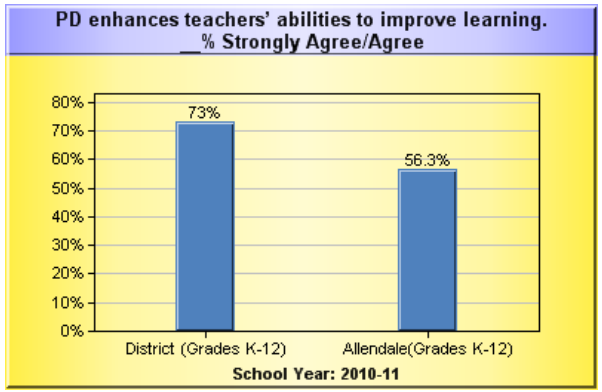
From OUSD Strategic Plan:

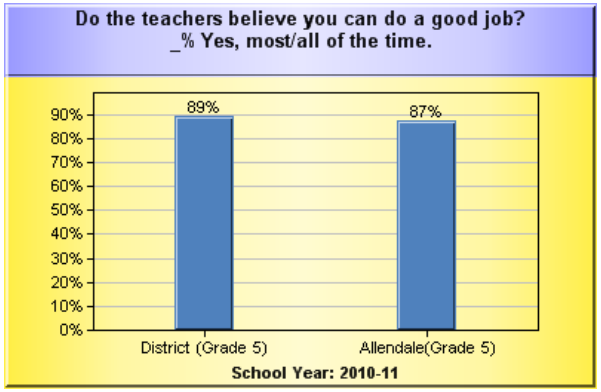
We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, 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.

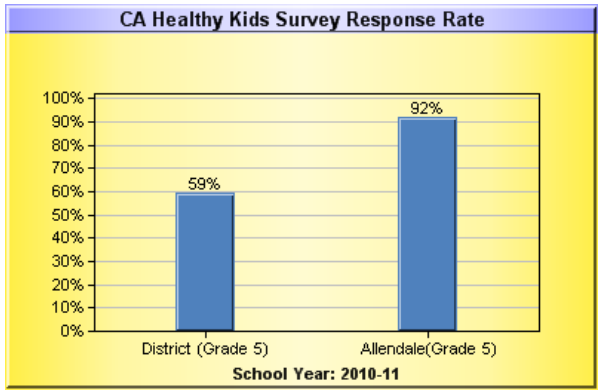
1. Improve the conditions in schools to retain 80% of effective teachers








Do the teachers believe you can do a good job?
_% Yes, most/all of the time.
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
89%
87%
District (Grade 5)
Allendale(Grade 5)
School Year: 2010-11


CA Healthy Kids Survey Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
59%
92%
District (Grade 5)
Allendale(Grade 5)
School Year: 2010-11

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

Strategic Priority A. Family & Community Engagement

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

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

- Bi-weekly, bi-lingual family bulletins are sent home regularly.
- ELAC, SSC, and PTO (parent teacher org) meetings are advertised, and held monthly. Notice of meeting are included in family bulletins.

Theory Action

- Utilize the new parent engagement coordinator to recruit parent volunteers for the classrooms.
- Survey parents about their internet use. Promote the school's website and on-line resources for parents. Train parents on internet use if necessary.
- Schedule monthly principal/teacher coffees before school to socialize and survey parents about their interests, concerns, and skills they can provide for the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Family bulletins, parenting workshops, and other materials that assist parents in helping their child behaviorally and academically, as well as orienting them to the school.	Parent surveys, principal's coffee, parent meetings.	All Students	Sept. to June	Mr. T.	5/7/2012	101SQI4A2422	Family bulletins, parenting workshops, and other materials that assist parents in helping their child behaviorally and academically, as well as orienting them to the school.	9901-Title I - Parent Participation	4310-SUPPLIES		0	$2,181.03
Refreshments for SSC, ELAC, and other parent meetings. Enable parents to spend time learning about and making decisions about	Meeting minutes, surveys.	All Students	Sept. to June	Mr. T.	5/7/2012	101SQI4A2423	Materials, training and meals for parents during meetings to promote parent participation.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	$1,000.00

school issues.												

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Allendale Elementary **Principal:** STEVEN THOMASBERGER

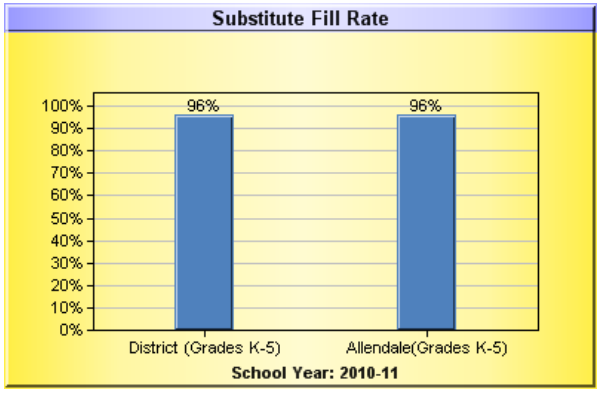
School Quality Standards relevant to this Strategic Priority

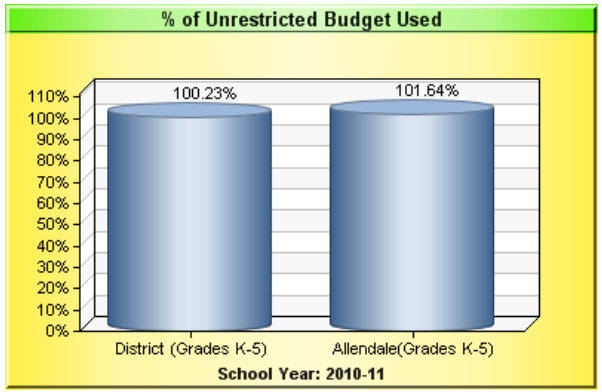
A quality school...

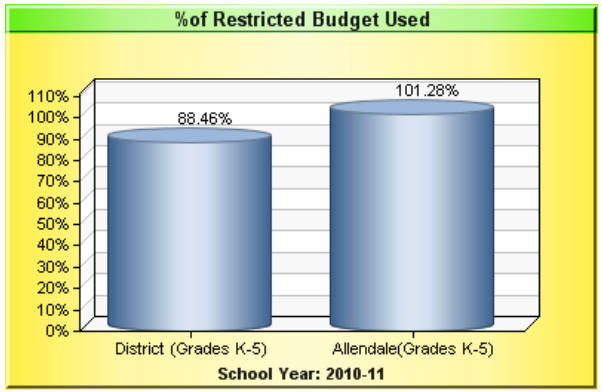
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems 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.







School Data

- GP funds surplus ($117,535)will be used to fund an EEIP teacher ($79,000) and Playworks ($29,000). $25,000 from GP funds will be used to hire substitutes.
- Categorical funds: $125,198 for two TSA's; $35,995 for a .8 FTE and a .4 FTE Intervention Specialists.

Data Analysis

- Large class sizes have made it more difficult to meet each student's needs. There is an ongoing need to increase students' comprehension of difficult content area text. The EEIP teacher will allow us to work on both challenges.
- Hiring substitutes will free teachers to observe high quality teaching, make instructional rounds, and to plan.
- Two content area coaches (TSA's) will work with teachers to support curriculum implementation and develop practice. Reading intervention specialists will work

with below-grade students to improve reading outcomes.
- Playworks supports school goals of physical fitness and cooperation by teaching games and student playground leadership.

Theory Action

- Balanced Literacy and CCSS Math goals need effective operations and instructional leadership to succeed. Our plan to hire an extra teacher and provide reading intervention will increase equitable outcomes and provide quality instruction.
- TSA's help research and coach high quality practices and arrange professional development. They assist the principal in setting instructional focuses and analyzing results. They also help manage operations so the principal can be more effective.
- Playworks and other community partners are engaged in helping create a more equitable and cooperative culture which in turn helps promote increased academic outcomes.
- Distributed leadership and increasing parent and community involvement are goals intended to increase participation and accountablility for improving the school.
- We need to investigate processes for assessing leaders' expertise with leadership practices, operations, instruction, and community engagement.

Type into the gray boxes, then print and sign.

ASSURANCES
2012-2013

School Site: Allendale Elementary
Site Number: 101

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 2/10/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/24/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

SSC Chairperson's Signature	Richard Henry	5-7-12
	SSC Chairperson's Name (printed)	Date
ELAC Chairperson's Signature	Marisol Govea	5-7-12
	ELAC Chairperson's Name (printed)	Date
Principal Signature	Steven Thomasberger	5-7-12
	Principal's Name (printed)	Date
Executive Officer's Signature	Janette Hernandez	05-15-2012
	Executive Officer's Name (printed)	Date
	Suszne Ramirez	6/8/12

School Site Council Membership Roster – Elementary School

School Name: _Allendale_____ **School Year** __2011-2012_____

Chairperson: Richard Henry	**Vice Chairperson: Steve Thomasberger**
Secretary: Jon Pierce	**DAC Representative: Richard Henry**

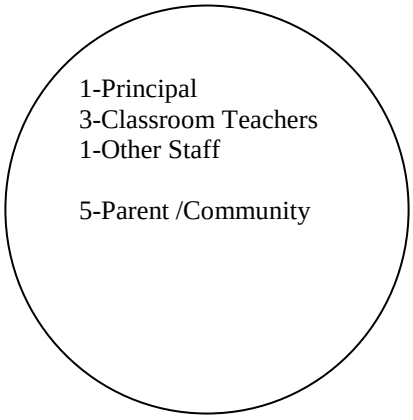
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Richard Henry	3670 Penniman Avenue, 94619				X
Jon Pierce	3670 Penniman Avenue, 94619		X		
Steve Thomasberger	3670 Penniman Avenue, 94619	X			
Johanna Moultrie	3670 Penniman Avenue, 94619			X	
Gloria De La Cruz	3670 Penniman Avenue, 94619		X		
Karen Birchmore	3670 Penniman Avenue, 94619				X
Lydia Morales	3670 Penniman Avenue, 94619				X
Sylvia Crockett	3670 Penniman Avenue, 94619				X
Dewaina Hardee	3670 Penniman Avenue, 94619		X		
Patricia Lopez	3670 Penniman Avenue, 94619				X
DAC Representative	Richard Henry				X
Home Ph. 290-0577	Email:				

Meeting Schedule	**2nd Tuesday of the month**

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 October 31, 2011. Fax # 879-8098

School Parental Involvement Policy
ALLENDALE ELEMENTARY SCHOOL

Part 1. General Expectations

Allendale Elementary agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

> Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
>
> - That parents play an integral role in assisting their child's learning
> - That parents are encouraged to be actively involved in their child's education at school
> - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
> - The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of How the School will implement required School Parental Involvement Policy Components

1) *Allendale Elementary* will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

Convened Positive School Climate Committee to create and approve policy. The policy will be presented and reviewed to parents at a school wide meeting. School Compact to be created by the Positive School Climate Committee and reviewed at Parent Involvement meeting and will be signed by staff, parents and students. Student Achievement will be reviewed at Parent Involvement meeting and annual Title 1 meeting will be convened before November 1, 2010. Ongoing discussions will be held at Parent Involvement Meetings to solicit Parent Input.

2) *Allendale Elementary* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

Will be available at Parent Involvement Meetings, every school meeting held, Parent Teacher Conferences and registration of new students.

3) *Allendale Elementary* will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

The Instructional Leadership Team, School Site Council, Positive School Climate Committee and other meetings that review the School Site Plan and create next year's Plan (morning and evening sessions) will collaborate efforts in updating the Policy.

4) *Allendale Elementary* will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved
- Of their right to participate in the development of the District's Title 1 Plan
- About their school's participation in Title 1

5) *Allendale Elementary* will hold a flexible number of meetings at varying times, and will provide transportation, child care, and/or home visits (as needed), paid for with Title 1 funding as long as these services relate to parental involvement:

6) *Allendale Elementary* will provide information about Title 1 programs to parents of participation children in a timely manner:

Information will be distributed at back to school nights and regular school community meetings. Information will also be posted on bulletin boards. Special Home Bulletin will report on the use of school funds used for Title 1 students.

7) *Allendale Elementary* will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms

of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:

Back to School nights, Parent / teacher conferences, English Learner Advisory Committee, report cards, School Site Council, Regular Teacher Communication regarding student progress, Bulletin Board postings, newsletters and Open School Accountability Meetings are viable venues to provide descriptions and explanations of the curriculum in use at the school.

8) *Allendale Elementary* will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

   Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents opportunities for participation.

9) *Allendale Elementary* will submit to the district any parent comments if the school wide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:

   Through school complaint procedure and District level 1 procedures.

Part 3. Shared Responsibilities for High Student Academic Achievement

1) *Allendale Elementary* will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

   Parent Classes, Parent Adult Education Classes, Student Academic Achievement Classes for Parents, Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents opportunities for parental Involvement.

2) The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

   The School – Parent Compact must be signed for each student in the school at registration, back to school night and during the school year.

3) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph –

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

Parent Classes, Parent Adult Education Classes, Student Academic Achievement Classes for Parents, Monthly Room Parent meetings, School Site Council, English Learner Advisory Committee, Parent Involvement Meetings, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Bulletins, Volunteer Help Wanted Boards and Monthly newsletters provide parents with assistance and information needed to understand the topics listed above.

4) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:

Providing Parenting Classes, and Classes especially targeted to teach parent Student Academics.

5) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

Professional Development on Parent Involvement regulations will be provided, as well as, ensuring that Parent Involvement is a regular topic at staff retreats, School Site Council Meetings, and Positive School Climate Committee meetings.

6) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Outreach will be made to preschool programs, Kindergarten open house will be scheduled and holding adult education courses on campus.

7) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:

   To ensure that information is related to parents, the information will be posted in an accessible, legible location and available in all classrooms and offices. All materials will be translated into all major languages used at the school.

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by (*list meetings, presentations, workshops, etc.)*

This policy was adopted by the *Allendale Elementary* School Site Council on __1-26-10_____and will be in effect for the period of _3 years____. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before _2-1-10___. It will be made available to the local community on or before _10-1-09___. *Allendale Elementary School's* notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, the school will provide a copy of this policy to parents in a language the parents can understand.

_____ _____

(Date) (Principal's signature)

_____ _____

(SSC Chairperson's signature)
(Date)

_____ _____

(SSC Chairperson's signature) **(Date)**

SCHOOL-PARENT COMPACT
ALLENDALE ELEMENTARY SCHOOL 2012-2013 SCHOOL YEAR

Site Staff Pledge	*Parent Pledge*	*Student Pledge*
We will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards by: • Consistently following a well-paced curriculum. • Assessing regularly to determine student progress. • Providing intervention and extra support as is needed. We will hold parent-teacher conferences (12/5-12/8 & 3/14-3/16) during which we will discuss this compact as it relates to your child's academic achievement. We will provide you with frequent reports of your child's progress. At parent conferences, through report cards, and progress reports as needed. We will be available to talk with you. Messages may be left through the school office. We will provide you opportunities to volunteer and participate in your child's class, and to observe classroom activities. The parent handbook, regular newsletters, postings on bulletin boards and monthly room parent meetings will describe these opportunities.	We, as parents will support our children's learning in the following ways: ▪ I will send my child to school on time every day. ▪ I will provide a quiet place and time for my child to do homework, and I will review the homework to ensure it is completed. ▪ I will promptly respond to messages from my child's school. ▪ I will attend Back to School Night, Parent-Teacher –Student Conferences, Open House and other school events. ▪ I will read to my child or have my child read to me for at least 20 minutes every day. ▪ I will limit the amount my child watches television.	We, as students, will share the responsibility to improve our academic achievement and meet the California academic standards. ▪ I will come to class on time every day. ▪ I will come to school ready to learn. ▪ I will follow school rules, always show respect and be responsible for my own behavior. ▪ I will be a cooperative learner. ▪ I will ask for help when I need it. ▪ I will carry information between school and home. ▪ I will return my completed homework on time. ▪ I will read at home at least 20 minutes every day.

Teacher: _____ Parent: _____ Student: _____

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>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.”</td><td>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.
• 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional program materials</u>
All students are _X_ assessed, _X_placed, and _X_provided appropriate SBE-adopted instructional program materials.

Number of Students:
_422_ All Students.
_204__ ELs.
_28_ SWDs.

<u>Appropriate Use</u>
Identify all that apply:
_X_ Core materials are used daily as designed.
_X_ Ancillary materials are used daily as designed.</td></tr>
</table>

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.

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student.

* As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”</td><td>Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program I 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.
• 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All EL students are appropriately _X_assessed, _X_placed, and _X_ provided appropriate SBE-adopted or SBE-approved instructional program materials.

If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials: Language for Learning and Language for Writing

<u>Appropriate Use</u>
_X_ Materials/ELD components are used daily as designed.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2"><table>
<tr><td></td><td>Reading/Language Arts/ELD</td></tr>
<tr><td>District Purchase Date:</td><td></td></tr>
<tr><td>School Distribution Date:</td><td></td></tr>
<tr><td>Classroom Distribution Date:</td><td></td></tr>
</table></td><td colspan="2"></td></tr>
<tr><td colspan="4">Attach publisher PO documentation for sets of classroom core materials.</td></tr>
</table>

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>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.”</td><td>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.
• 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.</td><td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>1.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are _X_assessed, _X_placed, and _X_provided appropriate SBE-adopted instructional program materials.

Number of Intensive Intervention Students:
All Intensive Learners: Gr. 4_20_ Gr. 5_12_
All Intensive ELs: Gr. 4_10_ Gr. 5_6_
All Intensive SWD’s: Gr. 4_3_ Gr. 5_1_

<table>
<tr><th colspan="4">Number/% Provided SBE-Intensive Intervention</th></tr>
<tr><th></th><th>Grade 4</th><th>Grade 5</th><th>Grade 6</th></tr>
<tr><td>Total Intensive Students</td><td>100%</td><td>100%</td><td>X</td></tr>
<tr><td>Intensive ELs</td><td>100%</td><td>100%</td><td>X</td></tr>
<tr><td>Intensive SWDs</td><td>100%</td><td>100%</td><td>X</td></tr>
</table>
<u>Appropriate Use</u>
__X__ Materials are used daily as designed.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>District Purchase Date:</td><td></td></tr>
<tr><td>School Distribution Date:</td><td></td></tr>
<tr><td>Classroom Distribution Date:</td><td></td></tr>
<tr><td colspan="4">Attach publisher PO documentation for sets of classroom core materials.</td></tr>
</table>

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>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.”</td><td>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.
• 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.4</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are _X_ assessed, _X_ placed, and _X_ provided appropriate SBE-adopted instructional program materials.

Number of Students:
_21_ All Students.
_12_ ELs.
_4_ SWDs.

<u>Appropriate Use</u>
Identify all that apply:
__X_ Core materials are used daily as designed.
__X_ Ancillary materials are used daily as designed.
</td></tr>
</table>

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>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.</td><td>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.
• 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.5</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Instructional Program Materials</u>
All students are _X_ assessed, _X_ placed, and _X_ provided appropriate SBE-adopted instructional program materials. Students served:

Number of Intensive Intervention Students:
All Intensive learners: Gr. 4 _7_ Gr. 5 _14_ Gr. 6 ___
All Intensive ELs: Gr. 4 _3_ Gr. 5 _3_ Gr. 6 ___
All Intensive SWDs: Gr. 4 _3_ Gr. 5 _1_ Gr. 6 ___

<u>Appropriate Us</u>
__X___ Materials are used daily as designed.
</td></tr>
</table>

Documentation		Additional Comments
	Mathematics	
District Purchase Date:		
School Distribution Date:		
Classroom Distribution Date:		

Attach publisher PO documentation for sets of classroom core materials.

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>1. Instructional Program</td><td>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.</td><td>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.
• 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>1.6</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
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 ___

<table>
<tr><th colspan="2">Number Provided SBE-Algebra Readiness</th></tr>
<tr><td></td><th>Grade 8</th></tr>
<tr><td>Total Students</td><td></td></tr>
<tr><td>ELs</td><td></td></tr>
<tr><td>SWDs</td><td></td></tr>
</table>
<u>Appropriate Use</u>
_____ Materials are used daily as designed.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2">
<table>
<tr><td></td><td>Mathematics</td></tr>
<tr><td>District Purchase Date:</td><td></td></tr>
<tr><td>School Distribution Date:</td><td></td></tr>
<tr><td>Classroom Distribution Date:</td><td></td></tr>
</table>
</td><td colspan="2"></td></tr>
<tr><td colspan="4">Attach publisher PO documentation for sets of classroom core materials.</td></tr>
</table>

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>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:

• 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)</td><td>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.
• This time is given priority and protected from interruptions.

** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
__X__ Time is given priority and protected from interruptions.

Identify the number of instructional minutes (length of periods) offered at each grade level.
<table>
<tr><th colspan="10">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>
<tr><td>All Students</td><td>60</td><td>150</td><td>150</td><td>150</td><td>120</td><td>120</td><td></td><td></td><td></td></tr>
<tr><td>ELs</td><td>90</td><td>180</td><td>180</td><td>180</td><td>150</td><td>150</td><td></td><td></td><td></td></tr>
<tr><td>SWDs</td><td>90</td><td>180</td><td>180</td><td>180</td><td>150</td><td>150</td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>District Instructional Regulations:</td><td></td></tr>
<tr><td>School Instructional Regulations:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents</td></tr>
</table>

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>2. Instructional Time</td>
<td>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.

• 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.</td>
<td>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.
• 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.
– 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,</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
__X__ Time is given priority and protected from interruptions.

Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.
<table>
<tr><th colspan="10">Number of Students 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>
<tr><td>All Strategic</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td></td><td></td><td></td></tr>
<tr><td>All HP Strategic</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td></td><td></td><td></td></tr>
<tr><td>All HP Strategic provided 30-45 additional minutes or a support period</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td></td><td></td><td></td></tr>
</table>
</td>
</tr>
</table>

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.

- 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.

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	30	30	30	30	30	30			
Additional time provided all HP Strategic ELs	30	30	30	30	30	30			
Additional time provided all HP Strategic SWDs	30	30	30	30	30	30			

Describe assessment and placement criteria for high-priority strategic students.

Describe differentiated support for students not needing an additional strategic period:

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>2. Instructional Time</td><td>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.
• Kindergarten through grade six: 30-60 minutes
• Grades six through eight: 30-60 minutes (or up to one period)</td><td>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.
• 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>2.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
Identify all that apply:
_X__Time is given priority and protected from Interruptions.
_X__ 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>
<tr><th>Proficiency Levels</th><th>Levels 1-2</th><th>Level 3</th><th>Level 4-5</th></tr>
<tr><td># of Students</td><td>60</td><td>120</td><td>44</td></tr>
<tr><td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td><td>30</td><td>30</td><td>30</td></tr>
</table>
</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

Allendale 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	2.4 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. • 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. • 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: 2.4 Fully: **4 100%** Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Appropriate Allocation of Daily Instructional Time** __X__Time is given priority and protected from interruptions. **Indicate total length (minutes) designated for intensive intervention:**

Number of Instructional Minutes at each grade level

	4	5	6	7	8
All Intensive learners	150	150			
Intensive Els	180	180			
Intensive SWDs	180	180			

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

Allendale 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	2.5 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. • 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. • This time is given priority and is protected from interruptions.	See tables below

Objective	Fully	Substantially	Partially	Minimally
2.5	**4 100%**	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Appropriate Allocation of Daily Instructional Time

_X_ Time is given priority and protected from interruptions.

Identify Number (#) of Instructional Minutes offered at each grade level:

# of Instructional Minutes @ each grade level									
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
All Students	**30**	**60**	**60**	**60**	**60**	**60**			
ELs	**30**	**60**	**60**	**60**	**60**	**60**			
SWDs	**45**	**75**	**75**	**75**	**75**	**75**			

 # For Algebra Readiness see 2.7

Documentation		Additional Comments
	Mathematics	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>2. Instructional Time</td>
<td>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.
• 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.</td>
<td>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.
• 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.
– 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.
– For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills</td>
<td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>2.6</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Appropriate Allocation of Daily Instructional Time</u>
_X_ Time is given priority and protected from interruptions.

Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.
<table>
<tr><th colspan="10"># of Students 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>
<tr><td>All Strategic</td><td>5</td><td>10</td><td>10</td><td>10</td><td>10</td><td>10</td><td></td><td></td><td></td></tr>
<tr><td>All HP Strategic</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td></td><td></td><td></td></tr>
<tr><td>All HP ELs</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td></td><td></td><td></td></tr>
<tr><td>All HP SWDs</td><td>0</td><td>4</td><td>5</td><td>3</td><td>4</td><td>1</td><td></td><td></td><td></td></tr>
</table>
</td>
</tr>
</table>

taught in the grade-level Algebra I course.
  - 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.

Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.

	K	1	2	3	4	5	6	7	8
Additional time provided to all HP strategic students	15	15	15	15	15	15			
Additional time provided to HP El strategic students	15	15	15	15	15	15			
Additional time provided to all HP SWD strategic students	15	15	15	15	15	15			

Documentation	Additional Comments

	Mathematics
District Instructional Regulations:	
School Instructional Regulations:	
Attach appropriate documents	

Allendale 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	2.7 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. • 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. For districts using the 2007 SBE-adoption: • Grade eight: One period of Algebra Readiness daily for identified intervention students.	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. • 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. **For districts using the 2008 SBE-adoption**: • 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. **For 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.	Objective: 2.7 Fully: **4 100%** Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Appropriate Allocation of Daily Instructional Time** _X__ Time is given priority and protected from interruptions. **Indicate total number of additional minutes:** **# of Instructional Minutes at each grade level** All Intensive Learners: **4** 15, **5** 15, **6**, **7**, **Algebra Readiness** All Intenisve ELs: **4** 15, **5** 15 All Intensive SWDs: **4** 15, **5** 15

Documentation	Mathematics
District Instructional Regulations:	
School Instructional Regulations:	
Attach appropriate documents	

Additional Comments

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>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.</td><td>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).
• 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>3.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Instructional/Assessment Pacing Guides</u>
___X_ Distributed to each grade level.
___X_ Used daily at every grade level.

<u>Pacing Guide Use Monitored</u>
___X__ Principal monitors daily use.
</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	
District/School Pacing Plan by Grade Level:		
Attach appropriate documents.		

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>3. Lesson Pacing Guide</td><td>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.</td><td>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).
• 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>3.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Instructional/Assessment Pacing Guides</u>
___X__ Distributed to each grade level.
___X__ Used daily at every grade level.

<u>Pacing Guide Use Monitored</u>
____X__Principal monitors daily use.
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Mathematics</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>School Plan for Assistance and Support to Teachers:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>4. School Administrator Instructional Leadership Training</td>
<td>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs).

This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.</td>
<td>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:
• The current RLA/ELD core or intensive reading intervention materials.
• The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;
• Curriculum Framework language and the academic content standards addressed in the materials; and
• The use of the instructional/assessment pacing guide.

The remaining eight hours focus on the following:
• 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;</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>4.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Training and Practicum Completed</u>
Principal
___X__ Training in RLA/ELD.
___X__ Structured Practicum.*

Vice Principal
_____ Training in RLA/ELD.
_____ Structured Practicum.*

* Refer to suggested practicum activities in EPC 3.3.
</td>
</tr>
</table>

	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.	• 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		

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th colspan="5">Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td rowspan="3">4. School Administrator Instructional Leadership Training</td><td rowspan="3">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.

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.</td><td rowspan="3">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.

The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:
• 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.

The remaining eight-hours focus on the following:
• 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;</td><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>4.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 59%</td><td>1
Less than 50%</td></tr>
<tr><td colspan="5">Key Components

<u>Training and Practicum Completed</u>
Principal
___X__ Training in Mathematics.
___X__ Structured Practicum.*

Vice Principal
_____ Training in Mathematics.
_____ Structured Practicum.*

* Refer to suggested targeted professional development and support list.</td></tr>
</table>

	*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.	• 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		

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>4. School Administrator Instructional Leadership Training</td><td>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.</td><td>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.

Targeted professional development and support may include:
• Development, use, and monitoring of classroom observation protocols to include:
– 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 (RtI^2) including support on providing tiered intervention; and</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>4.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Principal's Professional Development</u>
___X__ Completed.

Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)
</td></tr>
</table>

<table>
<tr><td></td><td></td><td>implementation and monitoring of standards-based IEP.
• 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.</td><td></td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td>Mathematics</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>District AB 430 Completion Records:</td><td></td><td></td></tr>
<tr><td>Approved Provider Information:</td><td></td><td></td></tr>
<tr><td>Date of Offerings:</td><td></td><td></td></tr>
<tr><td colspan="3">Attach appropriate documents</td><td colspan="2"></td></tr>
</table>

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td rowspan="2">5. Credentialed Teachers and Professional Development Opportunity</td><td rowspan="2">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).</td><td rowspan="2">Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>5.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

___X__ Percentage of fully credentialed, highly-qualified teachers.
</td></tr>
<tr><td colspan="2">Documentation</td><td>Additional Comments</td></tr>
<tr><td colspan="2">
<table>
<tr><td></td><td>Reading/Language Arts/ELD</td><td>Mathematics</td></tr>
<tr><td>District Senate Bill (SB) 472, Completion Records:</td><td></td><td></td></tr>
<tr><td>Approved Provider Information:</td><td></td><td></td></tr>
<tr><td>Date of Offerings:</td><td></td><td></td></tr>
</table>
</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td><td></td></tr>
</table>

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>5. Credentialed Teachers and Professional Development Opportunity</td>
<td>5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/ district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs.

This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of</td>
<td>Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.
Some practicum activities might include:
• 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.</td>
<td>
<table>
<tr><th>Objective</th><th>Fully</th><th>Substantially</th><th>Partially</th><th>Minimally</th></tr>
<tr><td>5.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Training and Practicum Completed</u>:

Indicate number of teachers at each grade level and number completing training and practicum.
<table>
<tr><th></th><th># of Teachers</th><th>40-hour Training</th><th>80-hours of Structured Practicum</th></tr>
<tr><td>Grade 1</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Grade 2</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Grade 3</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Grade 4</td><td>2</td><td>2</td><td>2</td></tr>
<tr><td>Grade 5</td><td>2</td><td>2</td><td>2</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>Grade 8</td><td></td><td></td><td></td></tr>
</table>
* Refer to suggested practicum activities.
</td>
</tr>
</table>

	school/district professional development plan.	• 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 RtI^2 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.		

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>5. Credentialed Teachers and Professional Development Opportunity</td>
<td>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</td>
<td>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.

The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.

Some practicum activities might include:
• 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.</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>5.3</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Training and Practicum Completed</u>

Indicate number of teachers at each grade level and number completing training and practicum.

<table>
<tr><th></th><th># of Teachers</th><th>40-hour Training</th><th>80-hours of Structured Practicum</th></tr>
<tr><td>Grade 1</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Grade 2</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Grade 3</td><td>3</td><td>3</td><td>3</td></tr>
<tr><td>Grade 4</td><td>2</td><td>2</td><td>2</td></tr>
<tr><td>Grade 5</td><td>2</td><td>2</td><td>2</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>
</table>
* Refer to suggested practicum activities.
</td>
</tr>
</table>

	adopted program and the goals of school/district professional development plan.	• 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 RtI^2 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.		

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>6. Ongoing Instructional Assistance and Support for Teachers</td><td>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.</td><td>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.
• 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>6.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Coaches/content experts/specialists</u>
___X__ Type of instructional assistance.
___X__ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

<u>Monitoring Coaching System</u>
___X__ Principal structures/monitors instructional assistance services.

<u>Trained Coaches/ Content Experts/Specialists</u>
___X__ Completed SBE-adopted materials-based training (identify which program[s]).
___X__ Completed English Learner Professional Development (ELPD).

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</td></tr>
</table>

Documentation		Additional Comments
	Reading/Language Arts/ELD	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>6. Ongoing Instructional Assistance and Support for Teachers</td><td>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.</td><td>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.
• 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>6.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Coaches/content experts/specialists</u>:
___X__ Type of instructional assistance.
___X__ Works primarily in classrooms.

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

<u>Monitoring Coaching System</u>
___X__ Principal structures/monitors instructional assistance services.

<u>Trained Coaches/ Content Experts/Specialists</u>
___X__ Completed SBE-adopted materials-based training (identify which program[s]).
___X__ Completed ELPD.

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:
</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td colspan="2"><table><tr><td></td><td>Mathematics</td></tr><tr><td>School Plan for Assistance and Support to Teachers:</td><td></td></tr></table>Attach appropriate documents.</td><td colspan="2"></td></tr>
</table>

Essential Program	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.

Allendale ES

Academic Program Survey—Elementary School Level

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. • 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

Ongoing Assessment and Monitoring System

__X___ District supported electronic data management system.
__X__ District-wide reporting and analysis of assessment results.
__X__ School-wide reporting and analysis of assessment results.
__X__ Timely data from assessments available to and easily accessible by administrators and teachers.
__X__ Common curriculum embedded/formative assessments in use school-wide.

Training on Accessing and Using Electronic Data System

__**X**__ Staff trained on using and accessing data from the electronic data system.

Using Formative Assessment Results

Allendale ES

Academic Program Survey—Elementary School Level

			__X__ Common curriculum embedded/formative assessments administered frequently. __X__ School-wide assessment calendar developed and used. __X__ 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.			

Allendale ES

Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction. .	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. • 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: 7.2 Fully: **4 100%** Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Ongoing Assessment and Monitoring System** __X__ District supported electronic data management system. __X__ District-wide reporting and analysis of assessment results. __X__ School-wide reporting and analysis of assessment results. __X__ Timely data from assessments available to and easily accessible by administrators and teachers. __X__ Common curriculum embedded/formative assessments in use school-wide. **Training on Accessing and Using Electronic Data System** __X__Staff trained on using and accessing data from the electronic data system.

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><td colspan="2"></td><td></td><td><u>Using Formative Assessments Results</u>
__X__ Curriculum embedded/formative assessments administered frequently.
__X__ School-wide assessment calendar developed and used.
__X__ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Mathematics</td><td colspan="2" rowspan="5"></td></tr>
<tr><td>Example of Curriculum Embedded Assessments:</td><td></td></tr>
<tr><td colspan="2">Sample report of assessment at the following levels -</td></tr>
<tr><td>Classroom:</td><td></td></tr>
<tr><td>District</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td><td colspan="2"></td></tr>
</table>

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</td><td>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.</td><td>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.
• Teachers are trained in collaboration meeting protocols.
• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
– 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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>8.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Scheduled Structured Collaboration Meetings</u>
__2__ Number per month.
__X__ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
__X__ Meetings are structured; protocols/tools are developed and used.
__X__ Training for collaboration meeting protocols provided to teachers.
__X__ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
__X__ 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>
__X__ Using and analyzing timely student common assessment results from all students.
__X__ Strengthening program implementation.
__X__ Designing and improving lessons and instruction.
__X__ Identifying research-based strategies to support specific skill needs of all students.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr>
<td>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</td>
<td>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.</td>
<td>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.
• Teachers are trained in collaboration meeting protocols.
• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:
– 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.</td>
<td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>8.2</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components
<u>Scheduled Structured Collaboration Meetings:</u>
___2___ Number per month.
___X__ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.
___X__ Meetings are structured; protocols/tools are developed and used.
___X__ Training for collaboration meeting protocols provided to teachers.
___X__ Professional development provided for administrators and teachers on data analysis and data-informed instruction.
___X__ 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>
__X__ Using and analyzing timely student common assessment results from all students.
__X__ Strengthening program implementation.
__X__ Designing and improving lessons and instruction.
__X__ Identifying research-based strategies to support specific skill needs of all students.
</td>
</tr>
</table>

Documentation		Additional Comments
	Mathematics	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

Allendale ES

Academic Program Survey—Elementary School Level

<table>
<tr><th>Essential Program Component</th><th>Objective</th><th>Criteria and Clarifications</th><th>Implementation Status and Key Components
Review and identify which key components apply.
Circle the most appropriate rating.</th></tr>
<tr><td>9. Fiscal Support</td><td>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).</td><td>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.
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.</td><td>
<table>
<tr><td>Objective</td><td>Fully</td><td>Substantially</td><td>Partially</td><td>Minimally</td></tr>
<tr><td>9.1</td><td>4
100%</td><td>3
At least 75%</td><td>2
At least 50%</td><td>1
Less than 50%</td></tr>
</table>
Key Components

<u>Allocation of Funds</u>
__X__ District and site categorical and general funding are aligned to support EPC implementation.

<u>Coordination of Funds</u>
__X__ The SPSA aligns to the goals and activities in the LEA Plan.</td></tr>
<tr><td colspan="2">Documentation</td><td colspan="2">Additional Comments</td></tr>
<tr><td></td><td>Reading/Language Arts/ELD</td><td colspan="2" rowspan="3"></td></tr>
<tr><td>Plan uses all revenues appropriately.</td><td></td></tr>
<tr><td colspan="2">Attach appropriate documents.</td></tr>
</table>

Allendale 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. • 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: 9.2 Fully: **4 100%** Substantially: 3 At least 75% Partially: 2 At least 50% Minimally: 1 Less than 50% **Key Components** **Allocation of Funds** __X___ District and site categorical and general funding are aligned to support EPC implementation. **Coordination of Funds** __X___ The SPSA aligns to the goals and activities in the LEA Plan.

Documentation		Additional Comments
	Mathematics	
Plan uses all revenues appropriately.		
Attach appropriate documents.		