

SAIT Documentation Visit for Fulton Elementary School
San Diego City Schools
Prepared by WestEd SAIT Lead, Judy Levinsohn
Date of Visit: July 2, 2004 (First Visit)

Essential Component: Instructional Program

1.1 The school/district provides the most recent State Board-adopted core instructional programs, including accelerated interventions, in reading/language arts (2002-2008 adoption, including interventions), documented to be in daily use in every classroom, with materials for every student.

1.1.1 District and school leadership will implement and monitor with fidelity standards-based instruction in reading/language arts in all classrooms, utilizing State Board-adopted textbooks, so that students will meet or exceed grade level standards.

| Benchmark | Progress Score 0-1-2-3 | Comment |
|---|---------------------------|--|
| 1.1.1.1 District will review the leadership team and support providers' (e.g., literacy coach) capacity to determine their ability to implement with fidelity the corrective actions for Fulton Elementary School by March 1st, 2004. | 3 | In March 2004, the instructional leader and other District personnel determined that the present site administration and support providers would continue in their present roles. |
| 1.1.1.2 The Administrative Team will develop a system to monitor, document, and provide feedback on instructional practice and the use of State Board-adopted reading/language arts textbooks in <u>all</u> classrooms by March 15, 2004. | 2 | As of July 2, 2004, the Administrative Team has developed instruments/tools for observations and walk-abouts. Both the principal and assistant principal have begun using this documentation to monitor and provide feedback re: instructional practice to classroom teachers. Frequency of use and revision of instruments/tools is under discussion. |
| 1.1.1.3 <u>All</u> classroom teachers will implement with fidelity standards-based instruction in reading/language arts, utilizing State Board-adopted reading/language arts textbooks from March 1, 2004 through June 30, 2005. | 2 | From March 1 through June 15, 2004, classroom teachers adjusted their reading/language arts instruction to focus on utilizing State Board-adopted textbooks. Some support was provided by the Administrative Team who has planned specific program training re: implementation of Houghton-Mifflin for all staff in August. |
| 1.1.1.4 Principal and assistant principal will implement the system (1.1.1.2) to monitor, document, and provide feedback on instructional practice and use of State Board-adopted reading/language arts textbooks in <u>all</u> classrooms from March 15, 2004 through June 30, 2005. | 2 | From March 15 through June 15, 2004, the principal and assistant principal have made classroom observations and provided specific feedback to teachers. Documentation is maintained by the principal and was available for review by the External Evaluator. Criteria is being developed to define frequency of observations and level of teacher support needed as follow-up. |

1.1.2 District and school leadership will implement and monitor with fidelity daily use of State Board-adopted, accelerated intervention program materials in reading/language arts for identified EL 4th, 5th, and 6th grade students as well as students who are two or more years below grade level.

| Benchmark | Progress Score 0-1-2-3 | Comment |
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| 1.1.2.1 Principal and District personnel will identify and purchase standards-based, State Board-adopted accelerated reading intervention program materials for identified at-risk students in grades K-6 by July 1, 2004. | 2 | The Administrative Team has identified the REACH program as the State Board-adopted accelerated reading intervention program that will be implemented for the 2004-2005 school year. Students requiring intensive intervention in grades 4-6 will be enrolled in this program in lieu of core reading instruction. The intervention component of Houghton-Mifflin will be used for students in grades K-3 as well as those students requiring strategic intervention in grades 4-6. |
| 1.1.2.2 All classroom teachers will implement with fidelity the daily use of State Board-adopted, accelerated reading intervention program materials for identified, at-risk students. In addition, intensive intervention will be provided for identified EL 4-6 grade students as well as all students who are two or more years below grade level standards mastery from September 1, 2004 through June 30, 2005. | 1 | As of July 2, 2004, REACH program materials have been ordered for grades 4-6. At the present time, the achievement data indicates that there is not a need for specific EL interventions. Students will be grouped for intervention using specific criteria. Intensive reading intervention in grades 4-6 will be provided through the REACH program in lieu of core reading instruction. The intervention component of Houghton-Mifflin will be used for students requiring strategic intervention, K-6. |

1.2 The school/district provides the most recent State Board-adopted core instructional program in mathematics (2001-2007 adoption), documented to be in daily use in every classroom, with materials for every student.

1.2.1 District and school leadership will implement and monitor with fidelity standards-based instruction in mathematics in all classrooms, utilizing State Board-adopted textbooks so that all students will meet or exceed grade level standards.

| Benchmark | Progress Score 0-1-2-3 | Comment |
|--|-----------------------------------|--|
| 1.2.1.1 All classroom teachers will implement with fidelity standards-based instruction in mathematics utilizing State Board-adopted textbooks from March 1, 2004 through Jun, 30, 2005. | 3 | From March 1 through June 15, 2004, all classroom teachers implemented with fidelity standards-based instruction in mathematics utilizing State Board-adopted textbooks. Classroom schedules as well as collaborative meeting notes reflect these efforts. |

Essential Component: Instructional Time

2.1 The school/district complies with and monitors implementation of instructional time for the adopted programs for reading/language arts. This time should be given priority and be protected from interruptions.

- K 60 minutes daily
- 1-3 2.5 hours daily
- 4-6 2.0 hours daily

2.1.1 District and school leadership will create, implement, and monitor a daily schedule that complies with the State-defined instructional minute allocations for reading/language arts instruction. This instructional “block” will be protected from interruptions. Considerations and/or adjustments will be made to align with modified schedule at the school site.

| Benchmark | Progress Score 0-1-2-3 | Comment |
|---|---------------------------|---|
| 2.1.1.1 The school leadership, with staff input, will create a daily schedule that complies with the State-defined instructional minute allocation for reading/language arts instruction by March 1, 2004. | 3 | As of July 2, 2004, all classroom schedules comply with the required instructional minutes for reading/language arts and reflect an uninterrupted instructional block. |
| 2.1.1.2 <u>All</u> classroom teachers will implement a daily schedule that complies with the State-defined instructional minute allocation for reading/language arts instruction from March 1, 2004 through June 30, 2005. This instructional “block” will be protected from interruptions. | 2 | From March 1 through June 15, 2004, classroom teachers adjusted their reading/language arts block to eliminate interruptions to instruction. Classroom schedules as well as individual teacher lesson plans reflect these efforts. |
| 2.1.1.3 The Administrative Team will develop a format to monitor and document compliance of instructional minutes in reading/language arts. This will be a component of the system identified in 1.1.1.2 and will be completed by March 15, 2004. | 2 | As of July 2, 2004, the Administrative Team has developed instruments/tools to monitor and document instructional minute compliance. Both the principal and assistant principal have begun using these tools that are currently being revised for the upcoming school year. |
| 2.1.1.4 The Administrative Team will implement the format (2.1.1.3) to monitor and document compliance of reading/language arts instructional minutes from March 15, 2004 through June 30, 2005. | 2 | From March 15 through June 15, 2004, the principal and assistant principal utilized the format to monitor and document compliance of instructional minutes in reading/language arts. Documentation is maintained by the principal and was available for review by the External Evaluator. |
| 2.1.1.5 The school leadership will review the implemented reading/language arts schedule and make adjustments, if needed, to maximize effectiveness of instruction no later than June 4, 2004. | 2 | As of July 2, 2004, the school leadership continues to review the piloted instructional schedule for reading/language arts and to make adjustments to support the instructional grouping of students. |

- 2.2** School provides the following additional time for reading/language arts students taking the intervention reading program:
- K 60 minutes daily
 - 1-3 2.5 hours daily
 - 4-6 2.0 hours daily

2.2.1 District and school leadership will create, implement, and monitor a daily schedule that complies with the State-defined instructional minute allocation for reading/language arts intervention. This intervention “block” will be protected from interruptions. Considerations and/or adjustments will be made to align with the modified schedule at the school site.

| Benchmark | Progress Score 0-1-2-3 | Comment |
|--|-----------------------------------|--|
| 2.2.1.1 The school leadership, with staff input, will create a daily schedule that complies with the State-defined instructional minute allocation for reading/language arts intervention by March 1, 2004. | 2 | As of July 2, 2004, revisions are being made to instruction scheduled to support the implementation of identified, State Board-adopted intervention program(s) at the school site. |
| 2.2.1.2 <u>All</u> classroom teachers will implement a daily schedule that complies with the State-defined instructional minute allocation for reading/language arts intervention from March 15, 2004 through June 30, 2005. This intervention “block” will be protected from interruptions. | 1 | From March 15 through June 15, 2004, a daily schedule was piloted to comply with the State-defined instructional minute allocation for reading/language arts intervention. Revisions continue to be made to ensure compliance during the 2004-2005 year. |
| 2.2.1.3 The school leadership will review the implemented reading/language arts intervention schedule and make adjustments, if needed, to maximize the effectiveness of that intervention no later than June 4, 2004. | 2 | As of July 2, 2004, the school leadership continues to review the piloted intervention schedule for reading/language arts and to make adjustments to support the skill needs of identified at-risk students. |

2.3 School provides the following time allocations for mathematics. This time should be given priority and be protected from interruptions:

- K 30 minutes daily
- 1-6 60 minutes daily

2.3.1 District and school leadership will create, implement, and monitor a daily schedule that complies with the State-defined instructional minute allocation for mathematics instruction. The instructional “block” will be protected from interruptions. Considerations and/or adjustments will be made to align with modified schedule at the school site.

| Benchmark | Progress Score 0-1-2-3 | Comment |
|---|---------------------------|---|
| 2.3.1.1 The school leadership, with staff input, will create a daily schedule that complies with the State-defined instructional minute allocation for mathematics instruction by March 1, 2004. This “block” of instruction will be free from interruptions. | 3 | As of July 2, 2004, all classroom schedules comply with the required instructional minutes for mathematics and reflect an uninterrupted instructional block. |
| 2.3.1.2 All classroom teachers will implement a daily schedule that complies with the State-defined instructional minute allocation for mathematics instruction from March 15, 2004 through June 30, 2005. This instructional “block” will be protected from interruptions. | 2 | From March 15 through June 15, 2004, classroom teachers adjusted their mathematics block to eliminate interruptions to instruction. Classroom schedules as well as individual teacher lesson plans reflect these efforts. |
| 2.3.1.3 The Administrative Team will develop a format to monitor and document compliance of instructional minutes in mathematics. This will be a component of the system identified in 1.1.1.2 and will be completed by March 15, 2004. | 2 | As of July 2, 2004, the Administrative Team had developed instruments/tools to monitor and document instructional minute compliance. Both the principal and assistant principal have begun using these tools that are currently being revised for the upcoming school year. |
| 2.3.1.4 The Administrative Team will implement the format (2.3.1.3) to monitor and document compliance of mathematics instructional minutes from March 15, 2004 through June 30, 2005. | 2 | From March 15 through June 15, 2004, the principal and assistant principal utilized the format to monitor and document compliance of instructional minutes in mathematics. Documentation is maintained by the principal and was available for review by the External Evaluator. |
| 2.3.1.5 The school leadership will review the implemented mathematics schedule and make adjustments, if needed, to maximize effectiveness of instruction no later than June 4, 2004. | 2 | As of July 2, 2004, the school leadership continues to review the piloted instructional schedule for mathematics and to make adjustments to support the instructional grouping of students. |

2.4 School provides the following additional time for mathematics students needing intervention:

- K 15 minutes daily
- 1-6 15 minutes daily

2.4.1 District and school leadership will create, implement, and monitor a daily schedule that complies with the State-defined instructional minute allocations for mathematics intervention. This “block” of instruction will be protected from interruptions. Considerations and/or adjustments will be made to align modified schedule at the school site.

| Benchmark | Progress Score 0-1-2-3 | Comment |
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| 2.4.1.1 The school leadership, with staff input, will create a daily schedule that complies with the State-defined instructional minute allocation for mathematics intervention by March 1 2004. | 3 | As of July 2, 2004, all classroom schedules comply with the State-defined instructional minute allocation for mathematics intervention. |
| 2.4.1.2 All classroom teachers will implement a daily schedule that complies with the State-defined instructional minute allocation for mathematics intervention from March 15, 2004 through June 30, 2005. This intervention “block” will be protected from interruptions. | 2 | From March 15 through June 15, 2004, a daily schedule was implemented to comply with the State-defined instructional minute allocation for reading/language arts intervention. Revisions continue to be made to ensure compliance for the 2004-2005 year. |
| 2.4.1.3 The school leadership will review the implemented mathematics intervention schedule and make adjustments, if needed, to maximize the effectiveness of that intervention no later than June 4, 2004. | 2 | As of July 2, 2004, the school leadership continues to review the piloted intervention schedule for mathematics and to make adjustments to support the skill needs of identified at-risk students. |

Essential Component: School Principals’ Instructional Leadership Training

3.1 The district leadership will provide the school’s principal and assistant principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider or secure a waiver from CDE to exempt these individuals from this requirement (Language Arts).

3.1.1 The district leadership will provide the school’s principal and assistant principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider or secure a waiver from CDE to exempt these individuals from this requirement.

| Benchmark | Progress Score 0-1-2-3 | Comment |
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| 3.1.1.1 The principal and assistant principal will enroll in AB 75 Principal Training Program Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider on or before June 1, 2004. | 2 | As of July 2, 2004, the principal and assistant principal are participating in AB 75 training. Both have pre-registered for a second module to support implementation of State Board-adopted reading programs at their school site. |
| 3.1.1.2 The principal and assistant principal will fulfill the AB 75 Principal Training program in reading/language arts (by completing 40 hours of training and 40 hours of practicum) of the school/district-adopted reading/language arts program by no later than June 1, 2005. | 1 | As of July 2, 2004, the principal and assistant principal are participating in AB 75 training. Both have pre-registered for a second module to support implementation of State Board-adopted reading programs at their school site. |

3.2 The district provides the school’s principal and vice principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. This requirement is fulfilled when the principal(s) completes 40 hours of training and 40 hours of practicum of the school/district-adopted mathematics program (elementary school basic core program K-6).

3.2.1 The district leadership will provide the school’s principal and assistant principal the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider or secure a waiver from CDE to exempt these individuals from this requirement (Mathematics).

| Benchmark | Progress Score 1-2-3-4 | Comment |
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| 3.2.1.1 The principal and assistant principal will enroll in AB 75 Principal Training Program Module 1, Leadership and Support of Student Instructional Programs, through a State Board-authorized provider on or before June 1, 2004. | 2 | As of July 2, 2004, the principal and assistant principal are participating in AB 75 training. Both have pre-registered for a second module to support implementation of State Board-adopted reading programs at their school site. Math training for administrators has not been offered yet. |
| 3.2.1.2 The principal and assistant principal will fulfill the AB 75 Principal Training program in mathematics (by completing 40 hours of training and 40 hours of practicum) of the school/district-adopted reading/language arts program by no later than June 1, 2006. | 1 | As of July 2, 2004, the principal and assistant principal have inquired about AB 75 math training. At this point, there is no training planned in the foreseeable future. |

Essential Component: Credentialed Teachers and Teacher Professional Development Opportunity

4.1 The district will provide all teachers with the AB 466 Professional Development Program through a State Board-authorized provider. The training will be aligned with the district’s State Board-adopted basic program for reading/language arts for each teacher’s grade level or program level.

4.1.1 District leadership will develop and implement a plan to have fully credentialed teachers in all classrooms within three years.

| Benchmark | Progress Score 0-1-2-3 | Comment |
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| 4.1.1.1 District and leadership will release a plan that defines their effort to staff all classrooms with fully-credentialed teachers. The plan will include recruitment efforts for hiring fully credentialed teachers by June 1, 2004. The plan will also describe efforts for assisting teachers who are not fully credentialed in meeting credential requirements. | 3 | As of July 2, 2004, the District has a plan to have fully-credentialed teachers in all classrooms. |
| 4.1.1.2 District leadership will implement a plan to have fully-credentialed teachers in all classrooms within three years beginning July 1, 2004. | 3 | As of July 2, 2004, the principal has worked with the district’s human resource staff to ensure the appropriate personnel is assigned to the school. All classroom teachers are credentialed at the present time. |

4.2 The district provides the school’s teachers (in all grade levels/programs) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district’s adopted basic program and/or intervention programs for reading/language arts for each teacher’s grade level or program. **No Corrective Action required.**

4.3 The district provides the school’s teachers (in all grade levels/programs) the AB 466 Professional Development Program through a State Board-authorized provider. The training features the district’s adopted basic program for mathematics for each teacher’s grade level or program.

4.3.1 The district will provide the school’s teachers (in all grade levels) the AB 466 Professional Development Program through a State Board-authorized provider. The training will be aligned with the district’s State Board-adopted basic program for mathematics for each teacher’s grade level or program.

| Benchmark | Progress Score 0-1-2-3 | Comment |
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| 4.3.1.1 District and school leadership will identify the Fulton teachers who have not completed the AB 466 Professional Development Program through a State Board-authorized provider in mathematics by March 1, 2004. | 3 | As of July 2, 2004, there is complete documentation of teachers’ AB 466 participation. Professional development calendars and sign-in sheets were available for the External Evaluator to review. |
| 4.3.1.2 <u>All</u> Fulton teachers will complete the AB 466 Professional Development Program for mathematics through a State Board-authorized provider. The training will assist teachers in their understanding of the theory and practice of standards-based instruction utilizing State Board-adopted textbooks in mathematics by June 1, 2005. | 3 | As of July 2, 2004, there is complete documentation of teachers’ AB 466 participation. Professional development calendars and sign-in sheets were available for the External Evaluator to review. |

4.4 District and school leadership will demonstrate an ongoing commitment to maintaining instructional assistance and support to all classroom teachers in the area of mathematics by filling vacancies as soon as possible. **No Corrective Action required.**

Essential Component: Student Achievement Monitoring System

5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks curriculum-embedded assessments), which may include assessments available as part of the adopted program. These assessments inform teachers and principals on student progress and effectiveness of instruction. These curriculum-embedded assessments are based on the adopted reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they will provide a basis for the monitoring system.

5.1.1 The district and school leadership will identify a common set of standards-based, curriculum-embedded assessments and skill benchmarks in reading/language arts. Assessments will be administered at regular intervals (e.g., every 6-8 weeks). Assessment data will be routinely used to make decisions concerning curriculum, instruction, placement, intervention, promotion and retention.

| Benchmark | Progress Score 0-1-2-3 | Comment |
|---|---------------------------|---|
| 5.1.1.1 The district and principal will identify curriculum-embedded assessments for <u>all</u> classrooms that are based on the State Board-adopted reading/language arts program by June 1, 2004. | 3 | As of July 2, 2004, the principal has identified the summative assessments of the State Board-adopted reading/language arts program as the embedded classroom assessments. |
| 5.1.1.2 The district and school leadership will develop and implement procedures for <u>all</u> staff members to analyze student assessment data to inform instruction by August 2, 2004. | 1 | As of July 2, 2004, procedures for all staff members to analyze student assessment data is still being developed. |
| 5.1.1.3 The district and school leadership will develop and implement an assessment calendar aligned with the Houghton-Mifflin pacing schedule beginning in Sept. 1, 2004 through June 15, 2005. | 1 | As of July 2, 2004, the District has not provided support in the development of a pacing schedule or an assessment calendar. The school will need to secure this as soon as possible. |
| 5.1.1.4 <u>All</u> staff members will receive professional development in how and when to use assessments and data to identify academic needs of students, low performing students, make curricular decisions and modify instruction to meet the identified needs of <u>all</u> learners beginning Sept. 1, 2004 through June 15, 2005. | 2 | As of July 2, 2004, a professional development calendar has been developed. The Administrative Team is still scheduling training to support the corrective action benchmarks. |

5.2 The school/district has a similar assessment and monitoring system for the mathematics program.
No Corrective Action required.

Essential Component: On-going Instructional Assistance and Support for Teachers

6.1 The school/district provides instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.

6.1.1 District and school leadership will provide on-site instructional assistance and support to all classroom teachers in the area of reading/language arts. Specifically trained individuals will support teachers in their understanding of both theory and practice of standards-based instruction and utilizes State Board-adopted programs.

| Benchmark | Progress Score 0-1-2-3 | Comment |
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| 6.1.1.1 District and principal will identify two reading/language arts content experts to serve as on-site coaches (one K-3; and one 4-6) assigned to Fulton Elementary School by June 4, 2004. | 3 | As of July 2, 2004, a primary lead teacher (Long) and an upper grade lead teacher (Nikos) have been identified. In addition, the staff developer will assist in providing coaching services to teachers. |
| 6.1.1.2 District and school leadership will clearly define the roles and responsibilities of those individuals providing instructional assistance and support by June 4, 2004. This will include a format for documentation that will be used to confirm services. | 2 | As of July 2, 2004, the principal has clearly defined the roles; however, the documentation was not available. |
| 6.1.1.3 Peer coaches/resource teachers will provide support, specific feedback and assistance through a variety of coaching activities to <u>all</u> teachers in providing standards-based instruction utilizing State Board-adopted textbooks in reading/language arts beginning Sept. 1, 2004 through June 15, 2005. | 1 | As of July 2, 2004, format for documentation was not available. The External Evaluator will assist the Administrative Team in creating a template for service documentation. |
| 6.1.1.4 Principal, assistant principal, peer coaches and resource teachers will receive professional development and support in observing and providing feedback to teachers beginning Sept. 1, 2004 through June 15, 2005. | 1 | As of July 2, 2004, a preliminary discussion has taken place regarding this support. A meeting will be held with the instructional leader, Administrative Team and External Evaluator to clearly define and schedule these sessions. |
| 6.1.1.5 Peer coaches/resource teachers will document coaching activities using the identified format beginning Sept. 1, 2004 through June 15, 2005. | 1 | As of July 2, 2004, format for documentation was not available. The External Evaluator will assist the Administrative Team in creating a template for service documentation. |

- 6.1.2** District and school leadership will demonstrate an ongoing commitment to maintaining instructional assistance and support to all classroom teachers in the area of reading/language arts by filling vacancies as soon as possible. **No Corrective Action required.**
- 6.2** The school/district provides instructional assistance and support to teachers of mathematics. Some possible options include: coaches/content experts who are knowledgeable about the adopted program and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.
- 6.2.1** District and school leadership will provide ongoing on-site instructional assistance and support to all classroom teachers in the areas of mathematics. Specifically trained individuals will support teachers in their understanding of both theory and practice of standards-based instruction and utilizes State Board-adopted programs in mathematics.

| Benchmark | Progress Score 0-1-2-3 | Comment |
|--|---------------------------|--|
| 6.2.1.1 District and school leadership will identify two math lab teachers and one math coach to provide instructional assistance and support to teachers using State Board-adopted programs by June 4, 2004. | 3 | As of July 2, 2004, a primary (Van Berhoffen) and upper (Gartiza) math lab teacher have been identified. In addition, the K-5 staff developer will provide coaching support to teachers. |
| 6.2.1.2 District and school leadership will clearly define the roles and responsibilities of those individuals (4.4.1.1) providing instructional assistance and support by June 4, 2004. This will include a format for documentation that will be used to confirm services provided. | 2 | As of July 2, 2004, the principal has clearly defined the roles; however, the documentation was not available. |
| 6.2.1.3 Peer coaches/resource teachers will provide support, specific feedback and assistance through a variety of coaching activities to <u>all</u> teachers in providing standards-based instruction utilizing State Board-adopted textbooks in mathematics beginning Sept. 1, 2004 through June 30, 2005. | 1 | As of July 2, 2004, format for documentation was not available. The External Evaluator will assist the Administrative Team in creating a template for service documentation. |
| 6.2.1.4 Principal, assistant principal, peer coaches and resource teachers will receive professional development and support in observing and providing feedback to teachers beginning Sept. 1, 2004 through June 30, 2005. | 1 | As of July 2, 2004, a preliminary discussion has taken place regarding this support. A meeting will be held with the instructional leader, Administrative Team and External Evaluator to clearly define and schedule these sessions. |
| 6.2.1.5 Peer coaches/resource teachers will document coaching activities using the identified format beginning Sept. 1, 2004 through June 30, 2005. | 1 | As of July 2, 2004, format for documentation was not available. The External Evaluator will assist the Administrative Team in creating a template for service documentation. |

Essential Component: Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal

7.1 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on the curriculum-embedded assessment data) for the adopted program in reading/language arts (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).

7.1.1 District and school leadership will support grade level collaboration by designating specific opportunities for teachers to meet in order to plan and discuss lesson delivery using data from curriculum-embedded assessments as well as other assessment sources.

| Benchmark | Progress Score 0-1-2-3 | Comment |
|--|---------------------------|--|
| 7.1.1.1 School leadership will revise the collaboration schedules so as to ensure uninterrupted blocks of reading/language arts by March 1, 2004. | 3 | As of July 2, 2004, a collaboration schedule has been developed and implemented. Each day of the week is reserved for collaboration in a specific content area. Schedules and meeting notes were available for the External Evaluator to review. |
| 7.1.1.2 School leadership will clearly define expectations for grade level reading/language arts collaboration meetings as well as a documentation format be used for communicating within and between teams at the school site. | 3 | As of July 2, 2004, the Administrative Team has defined the grade level collaboration meetings and provided a documentation format to record the meetings. |
| 7.1.1.3 All teachers will participate in designated grade level reading/language arts collaboration meetings beginning March 1, 2004 through June 15, 2005. Teams will maintain documentation to reflect discussions, issues and next steps. | 2 | From March 1 to June 16, 2004, grade level teams participated in collaboration meetings. Documentation was available for External Evaluator to review. |
| 7.1.1.4 School leadership will review the implemented schedule and meeting report format, making adjustments, if needed, to maximize the effectiveness of the established collaboration sessions by June 4, 2004. | 2 | As of July 2, 2004, the school leadership continues to review the piloted collaboration schedule and make adjustments to maximize the effectiveness and efficiency of these sessions. |

7.2 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in mathematics (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour monthly meetings]).

7.2.1 District and school leadership will support grade level collaboration by designating specific opportunities for teachers and the principal to meet in order to plan and discuss lesson delivery using data from curriculum-embedded assessments as well as other assessment sources (mathematics).

| Benchmark | Progress Score 1-2-3-4 | Comment |
|--|-----------------------------------|--|
| 7.2.1.1 School leadership will revise the collaboration schedules so as to ensure uninterrupted blocks of mathematics by March 1, 2004. | 3 | As of July 2, 2004, a collaboration schedule has been developed and implemented. Each day of the week is reserved for collaboration in a specific content area. Schedules and meeting notes were available for the External Evaluator to review. |
| 7.2.1.2 School leadership will clearly define expectations for grade level mathematics collaboration meetings as well as a documentation format be used for communicating within and between teams at the school site. | 3 | As of July 2, 2004, the Administrative Team has defined the grade level collaboration meetings and provided a documentation format to record the meetings. |
| 7.2.1.3 All teachers will participate in designated grade level mathematics collaboration meetings beginning March 1, 2004 through June 15, 2005. Teams will maintain documentation to reflect discussions, issues and next steps. | 2 | From March 1 to June 16, 2004, grade level teams participated in collaboration meetings. Documentation was available for External Evaluator to review. |
| 7.2.1.4 School leadership will review the implemented schedule and meeting report format, making adjustments, if needed, to maximize the effectiveness of the established collaboration sessions by June 4, 2004. | 2 | As of July 2, 2004, the school leadership continues to review the piloted collaboration schedule and make adjustments to maximize the effectiveness and efficiency of these sessions. |

Essential Component: Lesson Pacing Schedule

8.1 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-6) for the reading/language arts program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.

8.1.1 District and school leadership will prepare and distribute an annual K-6, schoolwide pacing schedule utilizing the State Board-adopted, reading/language arts program (Houghton-Mifflin). The pacing schedule will inform all teachers as to the appropriate sequence of instruction to ensure content coverage and standards' mastery.

| Benchmark | Progress Score 1-2-3-4 | Comment |
|---|---------------------------|---|
| 8.1.1.1 District and principal will prepare an annual K-6, schoolwide pacing schedule utilizing the State Board-adopted, reading/language arts program (Houghton-Mifflin) by June 4, 2004. | 1 | As of July 2, 2004, the District has not provided a pacing schedule or assessment calendar draft. The school will need these documents as soon as possible. |
| 8.1.1.2 District and school leadership will distribute the pacing schedule to <u>all</u> K-6 teachers to assist them in implementing the State Board-adopted reading/language arts program (Houghton-Mifflin) by Sept. 1, 2004. | 1 | As of July 2, 2004, no documentation was provided. |
| 8.1.1.3 <u>All</u> Fulton classroom teachers will use the pacing schedule to plan and deliver reading/language arts instruction utilizing the State Board-adopted program for each grade level with fidelity beginning Sept. 1, 2004 through June 15, 2005. | 1 | As of July 2, 2004, no documentation was provided. |

8.2 The school/district prepares and distributes an annual district/schoolwide pacing schedule for each grade level (K-6) for the mathematics program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage. **No Corrective Action required.**

Essential Component: Fiscal Support

9.1 The school/district general and categorical funds are used appropriately to support the reading/language arts program goals in the school plan.

9.1.1 District and school general and categorical funds will be used to appropriately support reading/language arts program goals in the school plan.

| Benchmark | Progress Score 0-1-2-3 | Comment |
|--|-----------------------------------|---|
| 9.1.1.1 District and principal will develop an itemized format for general and categorical budget allocations and expenditures by March 1, 2004. | 4 | As of July 2, 2004, the principal has developed a single site plan that itemizes the allocations. |
| 9.1.1.2 School leadership will define a process that clearly aligns allocations and expenditures with the program needs identified in the School Plan by May 3, 2004. | 4 | As of July 2, 2004, the principal has developed a single site plan that aligns allocations with reading/language arts program needs. |
| 9.1.1.3 School leadership will maintain an itemized budget for general and categorical funds to clearly record allocations, expenditures and rationale for expenditures beginning Sept. 1, 2004 through June 30, 2005. | 1 | As of July 2, 2004, no documentation was provided. |
| 9.1.1.4 District leadership will identify and provide all possible funding to support the reading/language arts program goals in Fulton's school plan for the 2004 – 2005 school year. | 2 | As of July 2, 2004, the district has given direct access to all Title I funds to the school. The school has created a single site plan that reflects the allocation of these funds. |

9.2 The school/district general and categorical funds are used appropriately to support the reading/language arts program goals in the school plan.

9.2.1 District and school general and categorical funds will be used to appropriately support mathematics program goals in the school plan.

| Benchmark | Progress Score 0-1-2-3 | Comment |
|--|-----------------------------------|---|
| 9.2.1.1 District and principal will develop an itemized format for general and categorical budget allocations and expenditures by March 1, 2004. | 4 | As of July 2, 2004, the principal has developed a single site plan that itemizes the allocations. |
| 9.2.1.2 School leadership will define a process that clearly aligns allocations and expenditures with the program needs identified in the School Plan by May 3, 2004. | 4 | As of July 2, 2004, the principal has developed a single site plan that aligns allocations with mathematics program needs. |
| 9.2.1.3 School leadership will maintain an itemized budget for general and categorical funds to clearly record allocations, expenditures and rationale for expenditures beginning Sept. 1, 2004 through June 30, 2005. | 1 | As of July 2, 2004, no documentation was provided. |
| 9.2.1.4 District leadership will identify and provide all possible funding to support the mathematics program goals in Fulton's school plan for the 2004 – 2005 school year. | 2 | As of July 2, 2004, the district has given direct access to all Title I funds to the school. The school has created a single site plan that reflects the allocation of these funds. |