McKinley Elementary School

(San Leandro Unified School District)

San Leandro, California

On a Mission … Success for All Students!





2012-2015 Alternative Governance Plan

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Principal
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At McKinley Elementary School, we have a unified focus: to nurture the unique strengths of each student so that she or he builds **personal responsibility**, reaches high levels of **academic achievement**, and **contributes positively** to society. Supporting all students in meeting these aspirations takes all of us: parents, educators and community members. This requires our collective commitment to a common roadmap, consistent follow-through, and a continuous improvement mindset.

This **Instructional Focus** is our roadmap for accelerating learning and achievement for every student, without exception. It defines the **"Four Pillars"** of our educational improvement efforts.

Our first Pillar, **Standards-Aligned and Data-Informed Instruction**, ensures that all students will receive instruction that meets educational standards. We will hold every student to common high expectations and will guide their learning so that each student scales those heights.

Our second Pillar, **Culturally Responsive Teaching and Learning**, recognizes that different students learn in different ways; one size does not fit all. We see the diverse backgrounds of our students as valuable learning resources; therefore, we will build on those assets as we tailor our professional practices to our students' cultural backgrounds.



Our third Pillar addresses our professional commitment to continuous improvement of our craft as educators. Through **Collaborative Professional Learning and Supports**, we build and sustain a community of effective professional practices.

Finally, our fourth Pillar recognizes that our school cannot do it alone! Success for our students also depends on a **Safe Climate and Strong Relationships with Families and Community**. This Pillar strengthens trust and communication among home, school and community.

By working in partnership with parents and community, McKinley Elementary School will nurture **confident, responsible and capable learners.**

Our GOAL is clear!

McKinley students will ...

- *build on their* **unique strengths**
- *demonstrate* **personal responsibility**
- *reach high levels of* **academic achievement**
- **contribute positively** *to society*







Our Vital Signs

Our Vital Signs provide insight into our students' educational health and well-being at any point in time. We will monitor our students' progress relative to these indicators.

1. *Self-discipline*, *initiative*, and *independence*
2. On-time daily *attendance*
3. Acquisition of *positive life skills*
4. *Proficiency* in core subjects among all student groups
5. *Active participation* in learning

At McKinley Elementary School, we are committed to continuous improvement of our professional practices. The **Four Pillars** of our educational foundation guide our day-to-day Teaching Practices, Leadership Practices and Organizational Practices.

Pillar #1

We will teach all students what they need to know, so that they are equipped for success at the next level. We will rely on evidence to drive decisions about professional practices and school priorities.

Pillar #2

We will ensure that instructional practices build on our students' prior knowledge, learning styles, and cultural backgrounds. Our procedures will support the perspectives and needs of our diverse stakeholders.

Pillar #3

We will engage in ongoing professional learning and reflection so that we can improve our day-to-day practices continuously. We will build and sustain a high-trust, supportive environment that promotes continuous collegial learning and professional accountability.

Pillar #4

We will build trust and open communication among home, school and community to sustain shared responsibility for safe schools and student success.

Teaching Practices	Leadership Practices	Organizational Practices
Standards-Aligned and Data-Informed Instruction		
T1: Teachers follow the SLUSD standards-based pacing guides and use the adopted/supplemental materials in ELA, ELD and Mathematics.	L1: Principal routinely visits classrooms to observe standards-based instruction.	O1: Faculty and staff communicate to parents grade-level expectations and the student's progress toward meeting grade-level standards.
T2: Teachers tailor instruction and intervention for individual students based on analysis of student work and results from multiple assessment measures.	L2: Principal routinely accesses multiple sources of data and discusses successes or necessary interventions for individual or groups of students.	O2: School staff participate in reviewing student data and identifying appropriate intervention groups.
Culturally Responsive Teaching and Learning		
T3: Teachers demonstrate caring and respect for all students and encourage students to exhibit caring and respect for each other.	L3: Principal creates a culture of high engagement and respect for students, parents and community members as partners in student learning.	O3: All staff establish classroom and school atmosphere that respects all cultures.
T4: Teachers scaffold instruction to students' home cultures and language (e.g., by incorporating students' preferences for active kinesthetic participation, verbal expressiveness, etc.)	L4: Principal/teachers collaborate to ensure that teaching practices are varied and suited to the cultural learning styles of their student populations.	O4: All school staff include students, parents and community members as valuable contributors to the teaching/learning process.
Collaborative Professional Learning and Supports		
T5: Teachers and support staff seek out and participate in targeted professional development aligned to the school's goals.	L5: Principal provides staff development opportunities that are coordinated with the school's goals.	O5: District leadership supports teachers and the principal in meeting the school's goals.
T6: Teachers frequently plan for and reflect upon the effectiveness of instructional practices with colleagues.	L6: Principal provides bi-monthly organized goal-oriented opportunities to collaborate.	O6: Support staff (Resource Specialist, Speech Therapist, Psychologist, Title 1, Behaviorist, and Classified Staff) collaborates with classroom teachers to respond to needed interventions for students.
Safe Climate and Strong Relationships With Family and Community		
T7: Teachers work collegially to develop and enforce school practices and behaviors that promote a high-achieving, caring, supportive environment and will hold themselves and each other accountable.	L7: Principal/teachers equitably enforce high behavioral expectations that are clearly communicated to all students and families.	O7: Administrators/school identify ways to support the effectiveness and utility of established routines and procedures.
T8: Teachers regularly communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.	L8: Principal/teachers provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.	O8: School staff sponsors workshops or distributes information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.

What gets measured and reinforced gets done!

In the medical profession, vital signs define the body's most basic functions and are used to detect and monitor patient health. In a professional learning community, a series of vital signs can be used to track organizational health and monitor progress toward the goal.

By paying consistent attention to the Vital Signs of Student Learning and Professional Practices, we will be able to monitor and communicate progress, continuously improve practices, ensure accountability, and celebrate our successes.

Student Learning

Work that meets/ exceeds standards
- Increase the percentage of students meeting benchmark goals in formative and summative assessment in ELA and Math.
- Students articulate and apply the skills and concepts that are currently being taught.

Growth on assessments
- Increase the percentage of students meeting their progress monitoring target goals.
- Students demonstrate growth on multiple forms of assessments identified by grade levels.

Attendance
- Minimum 96% school-wide on time attendance every trimester.
- Offer Saturday School annually to students with absences.

Caring and respect
- Increase percentage of students who receive positive recognition for following school expected behaviors.
- Students take the intiative to solve a problem/help other students.

Teaching Practices

Checking for understanding
- Teachers promote students' demonstration of understanding.
- Frequent use of agreed-upon formal and informal assessments.

Data-guided instruction
- Teachers use timely data to continually identify and adjust intervention groups and levels.
- Instruction is targeted and differentiated based upon data-informed common needs.

Collegial responsibility
- Teachers support each other in strengthening professional practices.
- Teachers collaboratively analyze student data and reflect on teaching practices.

Leadership Practices

Evidence-based feedback
- Principal gives explicit feedback to teachers after classroom visits.
- Principal offers frequent opportunities for staff, students, and parents to voice constructive feedback and ideas for improvement.

Professional Development aligned to priorities
- Principal aligns differentiated professional development as defined by staff needs and the school's Instructional Focus.
- Principal plans opportunities for teachers to share their strengths with other teachers.

Family-school relationships
- Principal and teachers use a variety of communication tools on a regular basis to reach parents.

Organizational Practices

Resources aligned to priorities
- "Sacred time" is set aside to collaborate, monitor, and reflect on practices.
- School schedule maximizes time spent on quality instruction.

Protected collaborative time
- Minimum of 90 minutes of professional development during each trimester aligned to our Instructional Focus.