Notice of Authorization of a Schoolwide Program

JAMES MONROE ELEMENTARY School Plan for Student Achievement
Strategic Program Action Steps Alignment With Nine Components of School-Wide Title 1 Plan 2011-12

1. Schoolwide Reform Strategies

EPC 1-8 Program p. 10-27

2. Instruction by Highly Qualified Teachers

EPC 5: Credentialed Teachers and Professional Development p. 17-18

3. High-Quality and Ongoing Professional Development

EPC 5: Credentialed Teachers and Professional Development
EPC 5.2 All teachers attend RLA/ELD training—SB472 HMR level 1
EPC 5.3 All teachers attend Math training—SB472 Envision Math training
EPC 6.1 RLA Support implementing adopted programs—coaching on intervention materials
EPC 6.2 Math Support implementing adopted programs—Envision Math Training from publisher and CRTS strategy using REAP training for Math and TARI staff training on site

4. Strategies to Attract Highly Qualified Teachers to High-Need Schools

EPC 5: Credentialed Teachers and Professional Development p. 17

James Monroe Elementary School, together with the district personnel office, works to ensure that all teachers are highly qualified as defined by NCLB. District office reviews teacher's and files with the site managers and maintains required documentation. The district office personnel, with the support of site managers attend job recruitment fairs seeking highly qualified teaching candidates.

5. Strategies to Increase Parental Involvement

Beyond EPC's: Parent Involvement p. 26-27

All school notices, reports, statements or records are sent to parents in 2 primary languages besides English: Spanish and Cantonese

Title 1 Parent Meeting and High Expectation parent education workshops

Monroe's PASS Team meets regularly in 2011-12—will meet together with SSC

ELL parent facilitator available to provide technical support to students and families, make calls for teachers to parents in Spanish, and helps with parent family night potlucks. Next year with Title 1, we will increase Parent Facilitator's hours

Parent training provided by Principal, SLTA for SSC, Parent Facilitator, and High Expectations Parent Classes

Events for ELAC/DELAC, PASS/SSC, Title 1, PTO, and "Koffee Klatch" in Monroe's Parent Bulletin, "The Eagle Eye"

6. Successful Transition from Pre-Kindergarten Student Plans

At Monroe, the Kindergarten teachers assess all incoming Kindergarteners during the first week of school. Parents will be advised of their student's results and possible needs their student may have. This data is used to:

- Design daily, differentiated lesson plans
- Form their flexible reading groups for HMR Universal Workshop Time
- Form their "Reading Academy" roster (intensive intervention) and lesson plans

At Monroe, the site administrator and Kindergarten teacher provide a Kinder Parent Informational date and pre-Kinder registration in the Spring every school year.

7. Opportunities for Teacher Input and Decision-Making

Beyond EPC's: Leadership and Governance p. 27

Monroe uses shared leadership between all members of the community. Teachers serve on SSC/PASS and ELAC to make recommendations regarding improving school climate and increasing student achievement. Teachers will spend time in Professional Learning Communities to assess student needs and provide information and direction to the administration.

Monroe uses peer coaching across grade level collaboration and has two Teachers-In-Charge.

8. Timely and Effective Support for Students Who Experience Difficulty Attaining Proficiency

EPC 1: Instructional Programs, p. 10

EPC 1.1: Students are assessed using core RLA materials and receive reading intervention kits for students K-5 (i.e., HMR leveled readers, Inside in lieu program, Soar to Success (SDC)

EPC 1.1: The school will implement Tier 1 and will implement Tier II and Tier III of Tiered Intervention

EPC 1.3: Students in grades 4 & % who are more than 2 years below grade level are provided an Intensive Learner's Program that uses board approved intervention materials.

EPC 1.2: Student achievement data is reviewed for individual student's progress

9. Coordination and Integration of Federal, State and Local Services and Programs

SPSA School Based Coordinated Program, p. 28

Multi-funded students receive the core curriculum through the district's instructional delivery system supported by district funds and appropriate supplemental program services to support or extend their learning as needed. These specially funded program services support and do not supplant the district's core curriculum or services. They are coordinated to provide a coherent educational experience and are evaluated through the analysis of disaggregated student achievement data.

The two major purposes of San Leandro Unified School District's participation in School Based Coordinated Programs are to:

1. Allow for collaborative planning of strategies and instructional practices to assist special needs students to succeed in the core curriculum
2. Provide for articulation between classroom teachers and auxiliary personnel regarding how auxiliary services support special needs students in the core curriculum

Instructional and auxiliary services are provided to meet the needs of each of the student populations listed below, regardless of whether the school receives state and federal supplementary funding for each of the groups:

English Language Learner students (ELL)
Economically Disadvantaged students (EDY)
Gifted and Talented students
Students with Exceptional Needs (Special Education Services)
Historically underserved populations (African-American, Latino, Standard English Learners)