

**ASSURANCES REVIEW  
PRINCIPALS NETWORK MEETING EAST - MARCH 17, 2006**

<b>1. ESTABLISH SCHOOL VISION WITH BELIEF</b>	
<b>Benefits</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• unifies staff</li> <li>• includes all children</li> <li>• belief comes before reality</li> </ul>	<ul style="list-style-type: none"> <li>• personal</li> <li>• philosophical</li> <li>• history</li> </ul>
<b>Current Actions</b>	<b>New Actions</b>
<ul style="list-style-type: none"> <li>• walkthroughs</li> <li>• AB 75</li> <li>• District/RTAC training</li> <li>• District study session of HM</li> <li>• Walk with my coach/coordinator</li> <li>• attend grade level meetings</li> <li>• attend academic conferences</li> <li>• provides staff with professional development</li> </ul>	<ul style="list-style-type: none"> <li>• principals attend state coach training</li> <li>• make a principal a 12-month employee or increase days</li> <li>• study time</li> <li>• data analysis</li> <li>• training</li> <li>• conversations</li> <li>• planning</li> </ul>
<b>2. PROTECT INSTRUCTIONAL TIME</b>	
<b>Benefits</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• no loss of instruction</li> <li>• sets the tone for "Reading" importance</li> <li>• maximizes instruction</li> <li>• allows for full implementation</li> <li>• consistency of implementation across grade levels</li> </ul>	<ul style="list-style-type: none"> <li>• scheduling               <ul style="list-style-type: none"> <li>○ recess</li> <li>○ lunches</li> <li>○ fire drills</li> <li>○ assemblies</li> </ul> </li> <li>• less time for other subject areas</li> </ul>
<b>Current Actions</b>	<b>New Actions</b>
<ul style="list-style-type: none"> <li>• AB 466 training</li> <li>• grade level meetings/RF inservice</li> <li>• cluster meetings</li> <li>• lesson studies</li> <li>• teacher - teacher visitations</li> <li>• demo lessons</li> <li>• individual/coach collaboration</li> <li>• huddle</li> </ul>	<ul style="list-style-type: none"> <li>• increase of huddling sessions</li> <li>• staff presentations at grade level and staff meetings</li> <li>• more focus on data to modify instructional practices</li> </ul>

### 3. USE PACING SCHEDULE

Benefits	Challenges
<ul style="list-style-type: none"> <li>• promotes "brisk pace research"</li> <li>• assures that full breadth of curriculum is delivered</li> <li>• use curriculum assessments in a timely manner and use results to instruction for entire group</li> </ul>	<ul style="list-style-type: none"> <li>• although p.c. provide for breadth, they do not insure depth of instruction</li> <li>• pacing is not comfortable for all teachers</li> </ul>
Current Actions	New Actions
<ul style="list-style-type: none"> <li>• providing uninterrupted time blocks for reading 2.5 hrs Grades 1-3, 1 hr - K</li> <li>• schedule activities in afternoons</li> </ul>	<ul style="list-style-type: none"> <li>• continue to ensure "protected instructional time"</li> <li>• revisit scheduling challenges to provide more time</li> <li>• allotment for other subject areas</li> </ul>

### 4. REQUIRE AND SUPPORT PROFESSIONAL DEVELOPMENT

Benefits	Challenges
<ul style="list-style-type: none"> <li>• improve knowledge and delivery to students</li> <li>• comprehensive training for teachers</li> <li>• minimize fragmentation of instruction and delivery</li> <li>• enhances collaboration</li> <li>• focus on student needs</li> <li>• coherent curriculum</li> <li>• hours for 80 hr log</li> </ul>	<ul style="list-style-type: none"> <li>• time</li> <li>• money</li> <li>• contractual contracts</li> <li>• buy-in</li> <li>• age of coaches</li> <li>• grade level mobility</li> <li>• practicum 80 hr long</li> <li>• using data</li> </ul>
Current Actions	New Actions
<ul style="list-style-type: none"> <li>• currently most schools use traditional pacing calendars</li> <li>• teachers are held to "same place" in text book and sometimes with assessment</li> </ul>	<ul style="list-style-type: none"> <li>• provide additional detail</li> <li>• move to full fidelity of program and continuity of instruction               <ol style="list-style-type: none"> <li>1. grade level collaboration</li> <li>2. AB 466                   <ul style="list-style-type: none"> <li>○ admin fully trained</li> <li>○ new staff trained</li> <li>○ account</li> </ul> </li> </ol> </li> </ul>

## 5. BE INVOLVED AND KNOWLEDGEABLE

Benefits	Challenges
<ul style="list-style-type: none"><li>• principal becomes more influential - becomes a true instructional leader</li><li>• becomes a resource for teachers</li><li>• can understand the complexity of full implementation</li><li>• can understand individual student academic/instructional problems</li><li>• grade level articulation components moving from K-1-2-3</li><li>• can hold teachers accountable for components</li></ul>	<ul style="list-style-type: none"><li>• time</li><li>• inference of other management issues</li><li>• lack of previous educational experience</li><li>• constantly changing</li></ul>
Current Actions	New Actions
<ul style="list-style-type: none"><li>• use of EL support + books/focus on ELL sub-group growth</li><li>• school plan includes specific items<ul style="list-style-type: none"><li>○ walkthroughs</li><li>○ use of data</li><li>○ pacing guide</li><li>○ curriculum groups</li></ul></li></ul>	<ul style="list-style-type: none"><li>• change after-school format</li><li>• district enforcement</li></ul>

## 6. ORGANIZE AND SUPPORT GRADE LEVEL MEETINGS

Benefits	Challenges
<ul style="list-style-type: none"> <li>• when principal attends GLM, he/she gains more insight to what is happening in GL               <ul style="list-style-type: none"> <li>○ keeping with pacing schedule</li> <li>○ is data being used to drive instruction</li> </ul> </li> <li>• systematic structured time block</li> </ul>	<ul style="list-style-type: none"> <li>• scheduling GLM so that principal can attend each grade level meeting weekly</li> <li>• principal providing timely feedback to GL Teams</li> <li>• keeping on top of grade level requirements               <ul style="list-style-type: none"> <li>○ assessment</li> <li>○ pacing</li> <li>○ goals</li> <li>○ progress</li> </ul> </li> </ul>
Current Actions	New Actions
<ul style="list-style-type: none"> <li>• monitor at site and district level               <ul style="list-style-type: none"> <li>○ full implementation of core</li> <li>○ pacing guide</li> <li>○ assessment schedule</li> <li>○ data analysis site/district</li> <li>○ staff development (instead of staff meetings)</li> <li>○ district staff development for admin and support staff</li> <li>○ pulling in non-Reading First schools for added consistency</li> <li>○ walkthroughs and debriefings with corrective feedback</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Refine process for walkthroughs and debrief               <ul style="list-style-type: none"> <li>○ continue staff development with non-Reading First schools and support staff</li> <li>○ align interventions and special ed and district wide support (BTSA, GATE, ELD support staff)</li> </ul> </li> </ul>

## 7, GUIDE MONITORING OF PROGRESS BASED ON ASSESSMENT DATA

Benefits	Challenges
<ul style="list-style-type: none"> <li>• gives concrete evidence of achievement</li> <li>• multiple measures to guide instruction</li> <li>• guides professional development</li> <li>• shared accountability for student results</li> <li>• improved student performance</li> </ul>	<ul style="list-style-type: none"> <li>• time</li> <li>• teachers using data effectively</li> <li>• principals use effectively</li> <li>• disseminating info to all stakeholders</li> <li>• effective action plans and implementation</li> <li>•</li> </ul>
Current Actions	New Actions
<ul style="list-style-type: none"> <li>• OARS</li> <li>• Action Plans (district and site)</li> <li>• Coaches review data with site admin</li> </ul>	<ul style="list-style-type: none"> <li>• training - principals and teachers</li> <li>• review data, action plan after each SCOE assessment</li> <li>• share data with stakeholders</li> </ul>

## 8. INSIST AND ENSURE FULL IMPLEMENTATION

Benefits	Challenges
<ul style="list-style-type: none"> <li>• all students have access to core curriculum</li> <li>• consistent delivery of instruction</li> <li>• increased student achievement</li> <li>• teachers have more common ground - same pace, assessments, supplements, etc. leads to improved collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• letting go of "favorite" supplemental activities</li> <li>• "independent contractors"</li> <li>• teachers need to use data to drive instruction</li> <li>• time to work together and plan interventions</li> <li>• focus on good first instruction</li> </ul>
Current Actions	New Actions
<ul style="list-style-type: none"> <li>• articulate importance</li> <li>• discussions</li> </ul>	<ul style="list-style-type: none"> <li>• take a stand</li> <li>• set expect - "fake it till make it"</li> <li>• make it clear - reading is not religion. Based on evidence not philosophy or preference</li> <li>• asking hard questions - follow through to get right answer</li> </ul>

## 9. ENSURE SUPPLEMENTAL MATERIALS ARE IN ALIGNMENT

Benefits	Challenges
<ul style="list-style-type: none"> <li>• support full implementation for differentiated instruction</li> <li>• provides for use of all components</li> <li>• keeps program/school plan focused</li> <li>• similar strategies across staff to serve all students</li> <li>• cuts down on extra materials</li> </ul>	<ul style="list-style-type: none"> <li>• time (extra 60 minutes)</li> <li>• need for more training to use components</li> <li>• structure/uniformity of implementation</li> </ul>
Current Actions	New Actions
<ul style="list-style-type: none"> <li>• staff using entire program</li> <li>• revised school plans</li> <li>• grade level/data team meetings</li> <li>• time banking</li> </ul>	<ul style="list-style-type: none"> <li>• rethink structure of school day</li> <li>• more hands on training</li> </ul>

## 10. ASSURE READING FIRST COORDINATED WITH OTHER INITIATIVES

<b>Benefits</b>	<b>Challenges</b>
<ul style="list-style-type: none"><li>• focused approach supports ELL in conjunction with text</li><li>• program improvement compliance issues are aligned with Reading First</li></ul>	<ul style="list-style-type: none"><li>• after school program curriculum</li><li>• district programs (support classes and personnel) remain sacred</li><li>• program knowledge of all staff from top to bottom is lacking</li></ul>
<b>Current Actions</b>	<b>New Actions</b>
<ul style="list-style-type: none"><li>• designated day and time</li><li>• extend GLM/project pay</li><li>• agendas/leadership meeting</li><li>• feedback form /monitoring</li></ul>	<ul style="list-style-type: none"><li>• plan to implement cross-grade level articulation</li><li>• more team building strategies</li></ul>