



Berkeley Unified School District  
BSEP & Educational Services Departments

**Washington  
Elementary  
Consolidated School Plan**

**2015 – 2016**

# The Single Plan for Student Achievement

## Washington Elementary School

School Name

01-61143-6090328

CDS Code

Date of this revision: May 21, 2015

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mel Stenger  
Position: Principal  
Telephone Number: (510) 644-6310  
Address: 2300 Martin Luther King Jr. Way  
Berkeley, CA 94704  
E-mail Address: melstengerl@berkeley.net

## Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.  
Telephone Number: (510) 644-6206  
Address: 2020 Bonar Street  
Berkeley, CA 94702  
E-mail Address: donaldevans@berkeley.net

The District Governing Board approved this revision of the School Plan on May 27, 2015.

## I. Consolidated School Plan for Educating The Whole Child

<b>School Name:</b> Washington Elementary School	<b>School Year:</b> 2015-2016
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### Summary of School Goals:

The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino) Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

### PRIORITIES FOR ADDITIONAL FUNDS:

The Washington SGC and PTA worked closely to identify and prioritize programs that benefit all students in the school and to provide for coordinated funding for such programs. Despite the significant, successful fundraising efforts of the community, spearheaded by the PTA, we do not have the resources we need to fund all the priorities, including some enrichment programs that we have funded in recent years. Below is a list of programs that were reduced or eliminated from our budget. In the event additional funds become available for the 2015-16 academic year, we ask that these programs, that were identified as priorities by our teachers, parents, and students, be considered as part of the contingency plan:

- Literacy Intervention Specialist– increase to .6 FTE
- Math Intervention – increase to .6 FTE
- Family Engagement Coordinator – increase to 1.0 FTE
- Increase Special Ed staffing to adequate level proportional to school size
- EL - .2 FTE increase to support EL
- Music (K-2) \$9600 – to provide an additional half year of music.
- Movement (K-3) \$10,000 – to provide half year
- Drama (3rd) - \$2400 for 10 week sessions
- Social Emotional Learning (SEL) – enhance existing curriculum, including Toolbox training for classified staff
- After school tutoring program – program design and implementation
- Professional development as needed
- additional principal discretionary funds as needed

CONTINGENCY PLAN: The SGC and PTA will address contingency needs if and when they develop.

### Site Committee Representatives:

Parents/Community	Staff
(Chair): Jennifer Kaufer (Parent)	(Principal): Mel Stenger
(Co-Chair, if applicable): Isobel White (Alt)	(Teacher): Jamie Davidson (Alt)
Meghan Lang	(Teacher): Ashley Trinh
Brittini Milam Bell	(Teacher): Denisia Wash
Lynn Rapoza (Alt)	(Classified): Vacant
Debbie Taylor	Teacher: Ted Watson

Laura Walker	(Teacher): Leila Clark-Riddell
Michael Wong	

BSEP Planning & Oversight Committee Representative:

Mimi Leinbach

\_\_\_\_\_  
\_\_\_\_\_

ELAC/DELAC (District English Learner Advisory Committee) Representative:

Laura Walker



## II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Other:  
School Faculty, Washington School Community through the annual SGC survey.

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on .

Mel Stenger		5/21/2015
Principal	Signature	Date
Jennifer Kaufer (Parent)		5/21/2015
School Governance Council Chair	Signature	Date
Patricia Saddler		6/8/15
Director, Special Programs and Projects	Signature	Date
Natasha Beery		6/8/15
Director, Berkeley Schools Excellence Program	Signature	Date
Pasquale Scuderi		6/8/15
Assistant Superintendent, Educational Services	Signature	Date

### **III. School Vision and Mission**

Our mission at Washington Elementary is to provide an engaging and supportive learning environment that encourages individual academic achievement, collaborative problem-solving, and respect for all people.

Through staff commitment and collaboration and family involvement, the Washington community will create a school environment that provides equal access to education, programs, and materials for all children, eliminates biases and celebrates differing cultural perspectives and experiences, and fosters a lifelong love of learning.

## IV. School Profile

### Washington's Context

Washington Elementary School is a vital and diverse student community, comprised of many cultures and 18 different languages. Washington is located in the heart of Berkeley, blocks from downtown Berkeley and across the street from Berkeley High School. This location affords the school many benefits, like being able to walk to Cal Performance events on the UC Berkeley campus, collaborations with Berkeley High and Cal students, and the help provided by many volunteers. In recent years we have seen the enrollment of our school rapidly grow, and currently we have about 480 students. Three second grades and three fifth grade classes are in the portable buildings. One portable classroom is reserved as flex space for intervention and music. We have 16 classrooms in the main building, an additional flex room for science, and a half size room for intervention and literacy.

### Intervention Programs:

The Intervention Team meets weekly to review data and design intervention activities and groups. The intervention team combines all intervention referrals to provide a unified approach to student support. Weekly meetings also produce guidance for classroom teachers, coordination of services including our family engagement coordinator, and referrals to the SST (Student Success Team) process. Last year we added Intervention and Enrichment (I&E) time, 40 minutes, 4 days a week, for all students. I&E time is intended to be the time to provide intervention for ELD (English Language Development), reading, writing, math, or other curricular areas chosen by grade level teachers. It is also ideally used for special ed pullouts. During the 2014-15 school years the Rtl coordinator organized the volunteers programs to be part of the systematic approach to intervention. As of April, 2015, we provide extra support to about 160 students which is about 1/3 of the school's population.

### Washington's Enrichment Programs

While many school districts have cut enrichment programs, the Washington community has been able to maintain some of these programs through BSEP (Berkeley Schools Excellence Project) measure money, PTA fundraising, and special grants. Gardening is provided by a combination of district funding and PTA funds for 18 consecutive weeks. Gardening is taught by an instructional specialist with the classroom teacher, based on state science standards. Washington PTA will fund an artist in residence to work with students in all grades. Music K-2 is supported by our PTA, and in grades 3-5 by the school district. All students participate in a school PE program once a week and during recesses. Every class visits the library regularly. Additionally grants from Berkeley Schools Funds and other sources support additional enrichment programs for shorter sessions such as drama, drumming, hip hop dance, or movement.

### Before and After School Programs

Washington has three after school programs: Berkeley LEARNS, Berkeley Bears, and Parent sponsored classes. LEARNS provides enrichment classes in subjects like arts, crafts, games, or drama, homework time, tutors, mentors, and buddy readers. BEARS also provides an after school program and also provides before-school/holiday child care for students in their program. Fee based Spanish classes provided through Classroom Matters will continue for the 2015-16 school year. We are exploring the feasibility of expanding our offerings of fee-based programs.

### Washington Students and SEL (Social/Emotional Learning)

The Washington community values social emotional learning (SEL), a process for learning life skills, including how to recognize emotions and manage those feelings, develop sympathy and empathy for others, and maintain positive relationships. Through working on social emotional learning with students, teachers and staff help children develop skills that lead to greater success in school, and also assist them to become more caring, responsible, and concerned citizens. Washington also employs positive reinforcement to encourage good student behavior. Staff give out "Way to Bee" tickets for good behavior. Another important part of the SEL at Washington is morning assemblies. It is our goal to have twice-monthly assemblies for the presentation and modeling of Social/Emotional concepts and skills.

During the 2014-15 school year, we enhanced three parts of our SEL program: Class SEL meetings, Cross-Age Buddies, and Toolbox implementation. Teachers conduct individual class meetings to teach listening skills and conflict resolution. The Buddy Classes program promotes cross-age activities, especially reading, to help children develop relationships with others not in their age group, to reduce fears of older children, and to promote care-giving of younger children. During the 2014-15 school year BUSD introduced the Toolbox, a standardized program to teach emotional literacy and self-regulation. All teachers were trained in this program, parent education was offered, and it is our goal to train classified staff as well. The SEL committee, comprised of Washington teachers, reviews our practices in this area and makes recommendation for refinements and enhancements of our SEL program.

### PTA, SGC, and Parent Involvement

Washington Elementary enjoys an extremely high level of parental support and involvement. Our PTA produces vibrant and stimulating monthly meetings, sometimes focused on business and sometimes on parent education. Additionally the PTA does fundraising to support the school's enrichment classes, academic programs, and classroom funding. The SGC is a functioning governance group; this committee seriously addresses its responsibilities of data review, program monitoring, developing the safety and site plans, and giving voice to parents in the management of the school.



## **V. Comprehensive Needs Assessment Components**

### **A. Data Analysis**

For detailed school performance data analysis see two attachments: 1) Document: Washington Indicators of Progress to Achieve LCAP and SGC Goals 2014-15.pdf and 2) Power Point: Washington SGC Data presentation fall 2014.pptx. The analysis was presented to the School Governance Council in the fall of 2014 and includes CELDT, district assessments, attendance, and suspension data. Washington also analyzes Off ice referrals which provide more detailed data which help us track individual students and the demographic trends of the school's actions.

### **B. Surveys**

The SGC, the PTA, and the faculty held several meetings during January and February, 2014, to collect information and feedback about our current program and enrichment offerings. The responses were assembled and prioritized and made into recommendations for enrichment opportunities for the upcoming year. These meeting had a two-fold purpose: to gather input from the community about our program offerings and to provide a forum for folks to be heard and to listen to each other. The PTA president, SGC chair and the principal met monthly or more during the 2013-14 school year and the fall of 2014. Our intention is to have a review with such a wide scope about every two years; thus we are using the results from that effort to inform this year's plan also. The School Governance Committee created an online survey using Survey Monkey and also sent home a paper version of the survey. In all 270 surveys were turned in representing just over 57% of Washington families. The survey focused on academic proficiency, closing the achievement gap, school climate, and parent involvement.

In the fall of 2015 the SGC will review the results of the survey for alignment to site plan, and will share the results with the larger community.

There was also a staff meeting devoted to program design as well as a survey given to staff that focused on rating current programs in terms of their value and their effectiveness and on prioritizing spending for next year. Staff also identified areas of priority for professional development.

### **C. Classroom Observations**

The school principal observes classrooms daily. The bi-yearly teacher observation process involves teacher goal-setting/plans and principal observation, collaboration, and evaluation.

In the classroom, all students are taught with specific District-mandated curriculum, including the Lucy Calkins writing and reading program, English Learner curriculum, The Story of Units Mathematics from NY Engage, and TCRWP (Teachers' College Reading and Writing Program) for Literacy. All students engage in standards'-based Science curriculum, whether it is with a Science Release teacher, classroom teacher using FOSS kits, or gardening.

In addition, all students are taught with the school-site CARE plan. (Collaborative Active Research for Equity). This plan integrates equity trait teaching, teacher action research, engagement protocols, student assessment, thematic integration, differentiation, and enhanced practices for language development into a comprehensive plan.

All teachers plan and integrate discipline/school climate protocols. These include PBIS practices (positive behavior intervention systems) and COS Team/RTI supported, teacher-led student individual and whole-class plans. In addition, all classrooms teach Welcoming Schools and Toolbox curriculum, learning how to treat everyone with respect, resolve interpersonal conflicts, and self-regulate emotions and behavior.

### **D. Student Work and School Documents**

Use of state and local assessments to modify instruction and improve student achievement:

Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests, given 3 times yearly, record student decoding, comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. These are administered on an ongoing

basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy Coach works with teachers to assess and provide timely reading/writing data. Local math assessments are given at the end of each module of study.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. The tests given in the spring of 2015 were a state pilot using an online system and results will be used to analyse the effectiveness and validity of the test pilot, so no results will be given schools. The CELDT (California English Language Development Test) is administered to all EL (English Learner) students each fall to provide information on their academic progress. The EL Accord Test is administered more than once a year to assess progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Literacy assessments help decide on proficiency levels for Intervention groups. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

In addition every teacher formally plans and assesses their own teaching plans and delivery. Each teacher is formally observed by the principal, and mentored by at least two other staff members for equity strategies.

#### **E. Analysis of Current Instructional Program**

In the absence of State Test Scores, district assessment data is used to analyze the current instructional program. See Appendix H for more details.

## VI. Description of Barriers and Related School Goals

Significant work remains in closing the achievement gap. Administration needs to expand the responsibility of equity conversations from a small group of concerned teachers to all teachers and staff.

- We need to develop family partnerships with students of color in order to develop explicit, specific achievement goals and a network of emotional support. Our PTA presented a speaker series and has continued conversations around equity, racism and community building.
- Time on Task (Student Extended Day) and Increased Teacher Collaboration-Research shows that the time spent on academic study is in direct proportion to student learning. Teachers will teach the Lucy Calkins Reading and Writing program and A Story of Units from NY Engage. An added I&E period adds and strengthens individual student learning. All grade 1-5 students, divided into small groups, daily receive an extra 40 minutes of guided reading or EL instruction with a classroom, RTI teacher, or Literacy Coach.
- Discussion of time-on-task research also highlights the information that more classroom academic time must be tightly structured. Student transition time needs to be completed quickly and efficiently including coming in from the yard in the morning and after each recess. Teachers must ensure that all students are engaged by providing differentiated lessons when possible and by using engagement strategies aligned with the Common Core.
- More structured time for teacher collaboration for performance is optimal. Currently, teachers meet with their grade level teams four hours a month, but the focus is often not on student performance. There needs to be additional Professional Development about the focus and purpose of collaboration for performance.
- Recent analysis of math performance data indicate a great need for intervention support for students struggling with math. Our work in the next school year will refine those needs in order to provide appropriate focused support.
- SEL (Social Emotional Learning) programs are needed to help students increase emotional intelligence, learn social skills, and achieve a sense of purpose, belonging and foresight. We continue to implement Toolbox (for emotional literacy and self-regulation), a cross-age buddies program to develop interpersonal skills, and regular class meetings to explicitly teach conflict resolution and restorative practices.
- Washington has a licensed therapist coordinating services for our students. We have a counselor from Child Therapy Institute of Marin. We are expanding these services in 2015-16 to meet the need.
- More positive family connections would enhance teaching practices, and parent involvement would positively encourage student academic achievement. Students' lives are often burdened by personal trauma or instability. To help with these needs we will have support from a counselor, and Coordination of Services team will collaborate to design a plan of intervention for those who need it. Washington has a .4 FTE Family Engagement employee to help connect to families and support struggling students.
- English Learner students comprise about 15% of our population. To help parents support their students, we need to increase their partnership. We will increase the involvement of families of English Learners through recruitment to our ELAC and with services provided by a .6 FTE English Language Development teacher.
- More support in the classroom-Teachers need more adults in the classroom during Reading, Writing, and Math. Parent Volunteers, RTI Team members, and Student Teachers have provided us with help, but additional knowledgeable support adults would be optimal.
- Development and continuance of after-school reading programs will need financial support to pay trained literacy tutors.
- It would be optimal to engage parents in a structured plan to set goals for student academic achievement and to celebrate volunteer/parent/student success.

The Local Control and Accountability Plan (“the Plan”) is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district’s strategic plan. Berkeley’s LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD’s Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These “big” goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

### Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district’s stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD’s Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

- |   |   |           |
|---|---|-----------|
| v Great, Culturally Competent Teachers Fluency    | v Grade Level Literacy & Math Proficiency | v English |
| v Career and College Goals Engagement with School | v Graduation Success                      | v Full    |
| v Social-Emotional Skills & Mental Health         | v Schools and Families to Partner         |           |

### Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen “targeted” goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

### Section 3: Actions, Services, and Expenditures

Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district's low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, far in excess of the \$2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: \$2.4 million in 2014-15, \$3.6 million in 2015-16, and \$4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices
  
- v Actively recruit, support and retain African-American and Latino teachers
  
- v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
  
- v Increase targeted interventions with students and families
  
- v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
  
- v Expand the Bridge program for African-American students at all three middle schools
  
- v Expand the AVID program to support middle and high school students on the path to college
  
- v Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site
  
- v Provide and support Rtl2 teacher coaches at all elementary schools
  
- v Plan and monitor college and career path for high school students needing academic support
  
- v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement ("School Plan") and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley's Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being

the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

**Table 2a - Title III Accountability (Washington Elementary School)**

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	45	38	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	45	38	
Number Met	26	27	
Percent Met	57.8%	71.1%	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	55	7	38	10		
Number Met	16	--	13	--		
Percent Met	29.1%	--	34.2%	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	*	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
<b>Mathematics</b>			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

**Table 2b - Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	852	789	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	839	777	
Number Met	527	533	
Percent Met	62.8	68.6	
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	737	323	689	317		
Number Met	217	201	217	189		
Percent Met	29.4	62.2	31.5	59.6		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	



**VII. School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2013-14											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>1</b>	2	33	1	17	3	50						6
<b>2</b>			1	25	3	75						4
<b>3</b>	2	25	1	13	2	25	3	38				8
<b>4</b>	2	29	3	43	1	14	1	14				7
<b>5</b>	2	15	7	54	4	31						13
<b>Total</b>	8	21	13	34	13	34	4	11				38

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

## VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

### Goal #1: High Quality Instruction and Curriculum

#### LCAP Goal:

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

#### Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)  
Socio-Economically Disadvantaged Students  
Foster-Youth  
African-American Students  
Hispanic or Latino Students  
Students with Disabilities

#### Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

#### Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

**Group data to be collected to measure academic gains:**

- CCSS Training: Professional Development Sign-In
- CCSS Professional Development Evaluations from Teachers
- Annual Teacher Survey
- Literacy: Teacher College Reading and Writing Project Assessment (TCWRP)
- District Benchmark Assessments for ELA and Math
- Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
- California English Language Development Test (CELDT)
- School Accountability Report Card.

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Professional Learning Community</p> <ul style="list-style-type: none"> <li>• Literacy Coaches will lead staff development and model guided reading, Lucy Calkins Writing, and effective Language Arts Teaching in all K-5 classrooms.</li> <li>• Staff collaboration for improved communications and improved working relationships. Staff may work with a an outside facilitator.</li> <li>• Staff development for the implementation of differentiated instruction and universal access strategies in the curriculum to support, engage and challenge the range of students in each classroom.</li> <li>• Monthly, teachers will collaborate in grade-level teams to evaluate student progress, discuss student needs and supports, and develop standards-based strategies and lessons for the Core Curriculum.</li> <li>• Monthly, Response To Intervention (RTI) coach and K-5 teachers will assess data and plan curriculum in connection to the progress evident on the reading and writing assessments.</li> <li>• All students will participate in a regular library program.</li> </ul>	September 2015- June 2016	1102 Certificated Monthly	.50 FTE Lit Coach (.25 FTE District, .06 FTE BSEP)	BSEP	5,690
		1102 Certificated Monthly	.50 FTE Lit Coach (.19 FTE Title I)	Title I A - Basic Funding	18,100
		4380 Other/Reserve	Facilitator for Staff collaboration for improved communications	BSEP Carryover	3,000
		1102 Certificated Monthly	.50 FTE Lit Coach (.20 LCAP, .30 District)	District Allocation	
		4380 Other/Reserve	Unallocated Reserve	Title I A - Basic Funding	828
<p>2. Academic Teaching Practices Literacy:</p>	September 2015- June 2016	1102 Certificated Monthly	.5 FTE Literacy Intervention Specialist	BSEP	39,165

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<ul style="list-style-type: none"> <li>A .5 FTE Literacy Intervention Specialist will provide additional literacy intervention Support for children performing below grade level as determined by assessments in BUSD literacy programs.</li> </ul> <p>English Language Arts</p> <ul style="list-style-type: none"> <li>Teachers will teach daily TCRWP reading and Lucy Calkins writing lessons; BEAR Spelling Strategies lessons</li> <li>EL teacher and classroom teachers will teach daily EL lessons. EL teacher is responsible for children testing at CELDT 1-3 and classroom teachers are responsible for serving CELDT 4-5</li> <li>A daily Intervention and Enrichment period will strengthen individual student learning. All students will daily receive 40 minutes of intervention support, enrichment, or EL instruction with a classroom, special ed personnel, EL teacher, or RTI teacher.</li> <li>Teachers will assess students regularly and collaborate at least 4 hours per month to plan differentiated instruction and implement strategies to improve student achievement.</li> </ul> <p>Math</p> <ul style="list-style-type: none"> <li>Teachers will implement the NY Engage math curriculum (A Story of Units), develop their teaching proficiency, and provide and intervention support based on district assessments.</li> </ul> <p>A .5 FTE Math Coach/Intervention Specialist will provide additional math Coaching for teachers and Intervention Support for children performing below grade level as determined by assessments in BUSD math curriculum.</p> <p>Science</p> <ul style="list-style-type: none"> <li>Teachers will teach the FOSS science curriculum</li> <li>Gardening Instructional Specialist will teach gardening skills aligned with state science</li> </ul>		1102 Certificated Monthly	.5 FTE Math Coach/Intervention Specialist	BSEP	39,165
		4380 Other/Reserve	Personnel Variance	BSEP	5,565
		2102 Classified Monthly	School's portion of Gardening Program (\$15 per student x 464)	PTA	6,960

### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
standards.					
3. Extended Learning Opportunities <ul style="list-style-type: none"> <li>• After school teacher-led small Guided Reading/ Literacy group instruction for EL students</li> <li>• After school LEARNS-Homework Centers and Reading intervention.</li> <li>• During the school day continue and expand Volunteer services to meet the needs of underperforming children.</li> <li>• After-school UC Berkeley BUILD tutors for students and provide them with basic literacy training</li> </ul>	September 2015-June 2016	5800 Contracted Services (inc software subscriptions 4380 Other/Reserve	BUILD Program Tutors - LEARNS Personnel Variance	Other	2,500
4. Instruction and Materials <ul style="list-style-type: none"> <li>• Instruction of all students requires materials and supplies. While some are supplied by BUSD, there is a need for additional funding for necessary classroom supplies.</li> <li>• Specific materials for phonics, fluency, spelling, and comprehension instruction will be used and purchased for student and teacher use, including the Lucy Calkins Reading and Writing and BEAR spelling materials.</li> <li>• Fountas and Pinnel intervention reading and assessment programs (LLI) will support language arts groups.</li> </ul>	September 2015-June 2016	4300 Materials and Supplies	Instructional materials for curricular programs	BSEP Carryover	5,000

## **VIII. Planned Improvements in Student Performance (continued)**

### **Goal #2: Cultural and Linguistic Responsiveness**

#### **LCAP Goal:**

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

#### **Student groups and grade levels to participate in this goal:**

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)  
Socio-Economically Disadvantaged Students  
Foster-Youth  
African-American Students  
Hispanic or Latino Students  
Students with Disabilities

#### **Anticipated annual performance growth for each group:**

2.1 Reduce the number of students with ten or more total absences by 10% of the 2013-14 percentages (enrollment reported as of June).

2.2 Use Toolbox competencies to measure social-emotional progress. (Baseline year)

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

#### **Means of evaluating progress toward this goal:**

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

#### **Group data to be collected to measure academic gains:**

Professional Development: Cultural Competency Training Sign-ins and Evaluations  
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric  
Recruit and Retain Teachers of Color as measured by the District Indicators Report  
Teacher Surveys,  
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)  
California English Language Development Test (CELDT) measures of annual progress  
Re-Designation (RFEP) Records to measure rate of reclassifications

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Professional Learning Community</p> <ul style="list-style-type: none"> <li>Teacher teams' observation, coaching, and planning for the development of engagement and strategies to improve achievement of African American and Latino students. (3 staff development days a year)</li> <li>Grade-level target student assessment of African American/Latino student work samples, at least 4 times yearly.</li> <li>Continuous staff development and communication to develop best practice strategies for everyone working with students through the weekly meeting of the Intervention Team to identify academic, social, emotional, and health needs of all students at the first sign of academic struggle or need.</li> <li>School Service Assistant and Family Engagement Coordinator will monitor attendance, contact families, send letters, assist with student behavior support, and host parent/school SARC meetings.</li> <li>Twice yearly Snapshot meetings with every K-5 teacher to review student caseloads, devise positive student strategies, and support families.</li> </ul>	September 2015- June 2016	1116 Certificated Hourly	substitute teachers to cover classes during Equity days	BSEP Carryover	6,000
<p>2. Teaching Practices</p> <ul style="list-style-type: none"> <li>An instructional specialist will provide weekly physical education classes for physical skills, games/social skills, leadership, and endurance during and after school</li> <li>Each K-5 teacher will plan, write, teach, and share three culturally relevant teaching lessons and assessments to maximize protocols and academic success for African American/ Latino students.</li> </ul>	September 2015- June 2016	<p>2102 Classified Monthly</p> <p>2102 Classified Monthly</p> <p>5800 Contracted Services (inc software subscriptions)</p>	<p>1.0 FTE PE Instructional Specialist (.15 FTE BSEP, .27 FTE After school Fees - LEARNS)</p> <p>PE Instructional Specialist PE (.58 FTE)</p> <p>Art Specialist for K-5 \$7,000 Arts Anchor</p>	<p>BSEP</p> <p>PTA</p> <p>Other</p>	<p>13,975</p> <p>54,025</p> <p>7,000</p>



### Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<ul style="list-style-type: none"> <li>• Classroom teachers develop and execute daily 30 minute EL lessons for CELDT 4-5 level second language students.</li> <li>• Each teacher will attend Cultural Competency Foundations Academy as provided by BUSD.</li> <li>• All teachers will present daily lessons in culturally relevant ways.</li> <li>• Every K-5 teacher will implement Toolbox curriculum, class meetings, and Buddies Activities.</li> <li>• Provide Universal breakfast---healthy food for morning break</li> <li>• Provide healthy food choices at lunchtime</li> <li>• Provide high-interest classes to complement academic subjects:</li> <li>• Music class-Certificated music teacher-grades 3-5, BUSD funded</li> <li>• Contracted music instructor-grades K-2: PTA funded</li> <li>• Art class-K-5 with one instructor; K-3 will receive weekly sessions and 4-5 will receive bi weekly sessions.</li> <li>• Field trips-Classroom trips to complement classroom teaching</li> <li>• Teachers will use English Learner materials and curriculum in classrooms daily.</li> <li>• PBIS (Positive Behavior Intervention Systems) for development of protocols and materials for discipline and positive climate</li> </ul>		5800 Contracted Services (inc software subscriptions 5800 Contracted Services (inc software subscriptions 5711 Field Trips	Art instructor Music Specialist for K-2 Field trip funding to provide equitable number and type of field trips	PTA PTA PTA	23,400 9,600 9,600
3. Extended Learning Opportunities <ul style="list-style-type: none"> <li>• Berkeley Learns will provide a variety of culturally-rich after-school classes.</li> </ul>	September 2015- June 2016	5800 Contracted Services (inc software subscriptions	Whole school Cultural Assemblies	PTA	3,000

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<ul style="list-style-type: none"> <li>• Provide Cultural Assemblies throughout the school year</li> <li>• Provide healthy snacks, experiences during the after-school program.</li> <li>• Provide gardening and health-related after-school classes</li> </ul>					
<p>4. Instruction and Materials</p> <ul style="list-style-type: none"> <li>• Provide supplies to art specialist</li> </ul>	September 2015- June 2016	4300 Materials and Supplies		PTA	2,500

## VIII. Planned Improvements in Student Performance (continued)

### Goal #3: Safe, Welcoming and Inclusive School Climate

#### LCAP Goal:

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

#### Student groups and grade levels to participate in this goal:

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)  
Socio-Economically Disadvantaged Students  
Foster-Youth  
African-American Students  
Hispanic or Latino Students  
Students with Disabilities

#### Anticipated annual performance growth for each group:

- 3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.
- 3.2 Recruit and retain certificated employees of color.
- 3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

#### Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

#### Group data to be collected to measure academic gains:

California Healty Kids Survey (CHKS)/Healthy Kids Climate Report  
Family Connectedness Survey  
District LCAP Survey  
CALPADS  
District Indicators Report: Attendance Information; chronic absenteeism  
Special Education Information System (SEIS) Reports  
PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs

Family Affinity and Focus Group Meetings.

Family involvement in district/school activities (SGC, DELAC, ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

**Description of Specific Actions to Meet This Goal**

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. SEL (Social/Emotional Learning)</p> <ul style="list-style-type: none"> <li>• Counselors or other providers will support students in need of counseling.</li> <li>• Positive community building through use of the the Positive Behavior Systems' strategies: awards, discipline plans, themes, contests, assemblies, and assessment</li> <li>• Develop and implement Buddies Classes for explicit teaching of cross age social skills.</li> <li>• Continuous staff development and communication to develop best practice strategies for everyone working with students through PBIS, RTI, and Coordination of Services Team to identify social, emotional, health, and academic needs of all students at the first sign of academic struggle or need.</li> <li>• BUSD has purchased the program Toolbox. All teachers will continue to be trained in its implementation.</li> <li>• Teachers will guide their classes in participating in Buddy Classes activities to teach cross age social skills.</li> <li>• Teachers will implement regular class meetings to explicitly teach social/emotional skills and restorative practices such as emotional literacy and conflict resolution.</li> </ul>	<p>September 2015- June 2016</p>	<p>5800 Contracted Services (inc software subscriptions</p>	<p>Counselor: Provider is Child Therapy Institute of Marin: \$20K total. \$5K BSEP, \$9K LCAP, and \$5K City of Berkeley. \$1K BSEP Carryover</p> <p>Counselor: Provider is Child Therapy Institute of Marin: \$9K LCAP</p> <p>Counselor: Provider is Child Therapy Institute of Marin: \$5K City of Berkeley.</p> <p>Counselor: Provider is Child Therapy Institute of Marin: \$1K BSEP Carryover</p>	<p>BSEP</p> <p>District Allocation</p> <p>Other</p> <p>BSEP Carryover</p>	<p>5,000</p> <p>9,000</p> <p>5,000</p> <p>1,000</p>

## Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
2. Build community through collaborative parent/teacher plans and identify and celebrate student academic goals and achievements. <ul style="list-style-type: none"> <li>School-sponsored events: Back-to-School Night, Open House, Conference days, performance nights, Talent show, volunteer orientation, Kindergarten tours and information evening, SST meetings for struggling students, teacher communication in newsletters and emails, principal's newsletter and accessibility.</li> </ul>	September 2015- June 2016	4380 Other/Reserve	Parent Involvement	Title I A - Parent Involvement	450
3. •PTA-sponsored events: New Family Welcome Picnic, Kindergarten play dates, Science Night, Black History Celebration, African American Unity Meetings Saturday BBQ. PTA room parent coordinator, Outdoor Learning Project, Childcare, graduation, , Puberty Ed, fundraising events which build community connections (Walkathon, Readathon, and Benefit Auction), and monthly assemblies for students focused on health, science, the arts, or cultural topics.	September 2015- June 2016	4380 Other/Reserve		PTA	21,500
4. •Welcoming Japanese volunteers who work with student in various ways to improve cultural knowledge and connections.	September 2015- June 2016				
5. <ul style="list-style-type: none"> <li>Communicate and discuss school PBIS programs, safety plans, and school rules with students and parents. Include parents in activities to recognize and motivate students.</li> <li>Continue assemblies for improving student behavior and other SEL goals.</li> </ul>	September 2015- June 2016				
6. Direct Classroom funding support: for teachers to use for books, materials, supplies, and special projects not otherwise funded through BUSD.	September 2015- June 2016	4300 Materials and Supplies	additional classroom funding for misc expenses.	PTA	32,500

**BUDGET SUMMARY 2015-16**

Washington (121)			BSEP Site Funds Resource 0852		Title I Resource 3010		PTA Resource 9110 (DDF 906)		District LCAP Resource 0500		Other Resources		Sum of FTE	
Budget Item	Obj	DDF	BGT	FTE	BGT	FTE	9110	FTE	BGT	FTE	BGT	FTE		
Literacy Coach	1102	019	5,690	0.06	18,100	0.19							0.25	0.50
Literacy Coach	1102	019								0.20			0.30	0.50
TSA RTI	1102	017								0.40				0.40
ELD Coach	1102	529								0.60				0.60
Intervention	1102		39,165	0.50										0.50
Intervention	1102		39,165	0.50										0.50
Subs	1114	000												
Arts Anchor											7,000			
Instructional Specialist - Garden	2182	815					6,960	0.10					0.35	0.45
Instructional Specialist - PE	2182		13,975	0.15			54,025	0.58					0.27	1.00
Materials & Supplies	4300						35,000							
Parent Engagement	4380				450		21,500							
Assemblies	5800						3,000							
Contract - BUILD Tutors	5800										2,500			
Art Contract	5800						23,400							
Music Contract	5800						9,600							
Contract - CTI	5800		5,000						9,000		5,000			
Field Trips	5800						9,600							
<b>Unallocated Reserve</b>			5,565		828									

**Total Expenditures** 108,560 19,378 163,085 14,500

**Revenue Allocation** 108,560 19,378

**Carryover Priorities**

Contracts 1,000

Subs 6,000

Materials & Supplies 5,000

Staff Development 3,000

**Total Carryover Priorities** 15,000

## Appendix A - Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	18,928	0.00
Title I A - Parent Involvement	450	0.00
BSEP	108,560	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	108,560.00
BSEP Carryover	15,000.00
District Allocation	9,000.00
Other	14,500.00
PTA	163,085.00
Title I A - Basic Funding	18,928.00
Title I A - Parent Involvement	450.00

## Appendix B - Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
	9,000.00
1102 Certificated Monthly	102,120.00
1116 Certificated Hourly	6,000.00
2102 Classified Monthly	74,960.00
4300 Materials and Supplies	40,000.00
4380 Other/Reserve	31,343.00
5711 Field Trips	9,600.00
5800 Contracted Services (inc software subscriptions)	50,500.00
5800: Contracted Services	0.00



## Appendix C - Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	84,020.00
2102 Classified Monthly	BSEP	13,975.00
4380 Other/Reserve	BSEP	5,565.00
5800 Contracted Services (inc software	BSEP	5,000.00
	BSEP Carryover	1,000.00
1116 Certificated Hourly	BSEP Carryover	6,000.00
4300 Materials and Supplies	BSEP Carryover	5,000.00
4380 Other/Reserve	BSEP Carryover	3,000.00
	District Allocation	9,000.00
	Other	5,000.00
5800 Contracted Services (inc software	Other	9,500.00
5800: Contracted Services	OTHER	0.00
2102 Classified Monthly	PTA	60,985.00
4300 Materials and Supplies	PTA	35,000.00
4380 Other/Reserve	PTA	21,500.00
5711 Field Trips	PTA	9,600.00
5800 Contracted Services (inc software	PTA	36,000.00
1102 Certificated Monthly	Title I A - Basic Funding	18,100.00
4380 Other/Reserve	Title I A - Basic Funding	828.00
4380 Other/Reserve	Title I A - Parent Involvement	450.00

**Appendix D - Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	125,973.00
<b>Goal 2</b>	129,100.00
<b>Goal 3</b>	74,450.00
<b>Goal 4</b>	0.00

## Appendix I - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy Coach has instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. CELDT is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students. The ADEPT EL test was also administered to students. This test informs teaching practices and student growth.

Each teacher has been trained on using the model to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, Math Assessment Collaborative (MAC), differentiated instruction, Reading and Writing Workshop, enrichment through art, music, gardening, and after school programs.

In addition teachers formally plan and assess their own teaching plans and delivery (CARE/equity curriculum/ RTI Team mentoring and teaching) Each teacher is formally observed, coached and mentored for equity strategies by at least two other staff members.

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and snapshot grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

Weekly gathered data, running records and BEAR spelling assessments, guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons.

The Coordination of Services Team and RTI team uses Powerschool and Illuminate software information management systems to choose students for specific intervention services.

### Staffing and Professional Development

#### 3. Status of meeting requirements for highly qualified staff (NCLB)

All the teachers at Washington hold a full credential. None of the faculty holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our staff holds an emergency permit. About 95% of the teachers at Washington hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California.

#### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

District-mandated curriculum materials are adopted, then staff receives hours of District and Site-level training. All classroom teachers have been trained in math and literacy adoptions, The Story of Units Common Core Mathematics, and Lucy Calkins Reading and Writing Curriculum. Teachers attend workshops and training in their classrooms, Wednesday afternoons, and whole or 1/2 day workshops. Teachers have begun to learn the new CORE standards for math and reading.

#### 5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district -designated site for grade level teachers in the school district. All teachers have access to AB 466 training.

#### 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff, Principal, Math and Literacy Lead Teachers collaborate to align all curriculum with the content standards. Teachers build standards based thematic units for the entire year. Content standards are woven into these major social studies and science themes. By grade level, teachers map out an entire year's curriculum, matching the core standards to specific content areas and themes.

All curriculum areas adhere to the standards and teachers meet Wednesdays to collaboratively plan standards' based units, assess effectiveness, and share teaching strategies. Our Teacher Leader Team guides staff development for every teacher to observe and coach each other's standards' based curriculum as it is implemented with CARE/Literacy strategies. Washington's four reading and learning specialists work every day in teachers' classrooms during the Literacy block of time. During this daily literacy block:

The classroom teacher--- observes how the specialists set up learning groups, craft lessons for each child, teach the lessons, and assess students.

The specialists---organize students for optimal learning, bring in the best materials, demonstrate specific teaching methods, coach teachers, and continually assess for moving students ahead.

Students also attend differentiated Intervention and Enrichment Time. During this time, the EL students meet for instruction.

The arts' program follows state standards for each grade level and is integrated into the math, literacy, science, and social studies curriculum. The standards' based P.E. program is taught by classroom teachers with the help of an instructional specialist.

Staff development guides teachers in using the standards to instruct and assess students. Teachers meet in whole groups and grade-level teams for study and collaborative action in teaching, assessing, and using the best strategies of instruction. For the sixth year, staff development opportunities have been increased from twice monthly after school meetings to weekly meetings for the purpose of assessing and tracking student performance, ensuring consistency of standards and curriculum, sharing and implementing effective intervention strategies, and using school-wide data to guide instruction.

Staff development also focuses on closing the achievement gap and is guided by the lead CARE (Collaborative Action Research for Equity) project teachers. Each team develops specific goals, shares classroom data and strategies to increase the academic abilities of African American and Latino students. Three times yearly, cross-grade level and grade level teams of 3 teachers devise equity lessons, observe and coach each other. Teachers are the staff developers in areas of math, language arts, GATE strategies, and equity. In addition, staff has attended numerous out-of-building staff development. Lead teachers research best practices for Latino/African American students. These CARE coaches lead seminars, observation and coaching of all Washington teachers in their work. Teachers meet with RTI and CARE leaders to assess and implement enhanced strategies for Target Students. Other areas of staff development attended by staff include writing and math.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Literacy instructional assistance is provided by the Response to Intervention team (RTI). The team is composed of one Literacy Coach, a part-time EL teacher, a part-time Rti teacher, and two Special Education (Learning Center) teachers. This is in-classroom support that allows teachers to observe and learn best literacy practices and assessment techniques. After observing for specified lessons, teachers then are coached while they teach every leveled group.

RTI teachers also model writing and spelling lessons, then co-teach to build teacher skills.

CARE Leaders (Collaborative Active Research for Equity) plan monthly Courageous Conversations and facilitate teacher research/coaching activities.

District math leaders model lessons, help teachers build EveryDay Math curriculum, and set up yearly math teaching plans.

Coordination of Services Team meets weekly and assists teachers with specific services for students and in-classroom plans with behavior systems and specialized interventions.

All systems to support families, students, and teachers are integrated. For instance, Coordination of Services Team consists of RTI Team members as well as other in-school and city service providers. The RTI TEAM and CARE TEAM collaborate with Teacher Leadership Team to ensure cultural norms and best teaching strategies are integrated with the teaching of reading, writing, and spelling. Leadership Team guides teachers in using assessment data to further teacher expertise in differentiating the curriculum.

8. Teacher collaboration by grade level (EPC)

Teachers collaborate a minimum of four hours each month. That collaboration includes curriculum planning, action research for equity, analysis of student work, and planning lesson strategies and materials in areas of literacy, math, science, social studies. In addition, teachers meet three whole-days to write equity lessons and assessment strategies, model lessons for peers, and observe partner-teachers' lessons. They all then serve as coaches to evaluate teaching effectiveness and brainstorm additional teaching practices and curriculum for others and themselves. They are supported in evaluation and implementation of strategies by CARE and RTI leaders.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.) Daily minutes:  
90 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)  
30 English Learner Development  
60 math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times. Daily minutes:  
120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)  
30 English Learner Development  
60 math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times. Daily minutes:  
60 English Language Arts  
30 English Learner Development and other ELA interventions  
50 math, including interventions

#### 11. Lesson pacing schedule (EPC)

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade levels in September and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams.

#### 12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Standards' based instructional materials are used at every grade level. If the major state mandated materials do not address the needs of sub-groups of students, such as English Learners or Title 1 students, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. For example, Washington Teachers use the English Learner curriculum, EL-specific guided reading books, and the Lucy Calkins Units of Study reading and writing program to better meet the needs of English Learner students. The newly adopted EL materials are used by all teachers.

The RTI team assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of Title I students, GATE students, and Special Education students. The additional materials have been purchased by funds provided by the Berkeley Schools Enrichment Project and the Berkeley Public Education Foundation. Science Curriculum is California standards' based for K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content.

#### 13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Teachers use SBE-adopted, standards-aligned instructional materials. Intervention materials are adopted for specific levels and student needs from the State-accepted list of materials.

#### Opportunity and Equal Educational Access

#### 14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

All students are taught grade-level standards using state-mandated materials. The reading curriculum (TCRWP), Lucy Calkins writing, and specific spelling interventions (BEAR spelling) are used to ensure students receive scaffolded lessons and are taught in small groups or through one-on-one teaching. Teachers individualize amount of work, simplify page designs, and repeat lessons in several different formats for under-performing students. English Learner Students are CELDT-tested and organized by ability, then taught in small EL curriculum-based groups. The standards-based Washington developed CARE/GLAD/RTI plan assists teachers in planning equitable lessons that have specific protocols for engagement, racially defined strategies, and brain-research models for access to knowledge.

The math curriculum, The Story of Units Common Core Mathematics, guides teachers in extending learning for under-performing students and presenting content in various formats and with more frequent repetitions/interventions.

Assessment data is used to carefully monitor under-performing students to ensure students are taught the next-step lessons and assure that they receive more frequent small-group help.

Our CoS/Rtl system supports teachers in discovering issues: COS referrals, Assessment, Attendance data, Datawise and Illuminate assessments. Team meetings and data help intervene to diagnose issues: Information from SST meetings, conferences, District assessment data (Powerschool), grade-level meetings, weekly and monthly CoS meetings, Snapshot meetings, SARB meetings, observations, and the assessment Literacy Wall. Under-performing students receive services from the Rtl teachers, classroom teachers, CAL tutors, BEAM volunteers, SAGE volunteers, BUILD volunteers, Berkeley High reading buddies, Berkeley Mental Health counselors, and City Nursing services intervention. Additional community agencies help with specific, short-term interventions.

District supported Math and English Learner coaches, an outstanding Professional Development office for staff development, as well as an excellent data support system, are supports for teachers in meeting the needs of under-performing students.

Parents are engaged in various group activities and programs. The parent group for African American and other parents in PTA, meet monthly to coordinate fundraising, positive school climate events, and celebrations, such as the Black History Month, Cultures Night, Playground clean-up days, Welcome Barbeques, and potlucks. Parent education events, such as parenting classes, how to assist students in math and reading, and equity discussions, support parents in helping their children. Parents volunteer in classrooms and throughout the school.

#### 15. Research-based educational practices to raise student achievement at this school (NCLB)

Brain-researched strategies and teaching methods, enhancing learning for all types of student learning styles, combine with the best ways to integrate curriculum units, such as the use of thematic teaching. Teachers study and use culturally relevant teaching strategies. Washington teachers have combined these practices, CARE (Collaborative Action Research for Equity) with Best Literacy strategies in a curriculum that maximizes achievement. Each teacher uses these units as research for building their own knowledge base and coaches at least two other teachers in the development of their teaching practices.

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. They use research-based practices when teaching guided reading, writing, spelling, and math. Specialists support individual students with the delivery of targeted educational strategies and methods. Instructional Assistants have been taught specific BEARS' spelling lessons to deliver one-on-one targeted phonics, word-building, and writing lessons.

#### 16. Opportunities for increased learning time (Title I SWP and PI requirement)

The classroom teacher and principal manage the teaching schedule to maximize learning time. Learning time for individual students is maximized through the use of small group instruction and centers-based learning. Parents, community volunteers, and university students volunteer to support student learning.

Increased learning time also occurs when special education and literacy teachers work with small groups or individual students (Reading Recovery). Students receive increased, specific instruction daily. I&E time gives students another "dose" of language instruction for differentiated groups of students.

The after-school program uses I.T. staff and volunteers to work with students in homework centers with support for individual learners. Teachers also keep basic-below basic students for individualized instruction after school.

#### 17. Transition from preschool to kindergarten (Title I SWP)

Parents of preschool students visit Washington's Kindergarten classes every Spring. Meetings between preschool teachers and K teachers are held to discuss some individual plans. New parents have access to the principal as well as PTA parents to help address issues and answer questions.

### Involvement

#### 18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Berkeley Learns after school program serves over 100 students with homework help, academic enrichment time and other enrichment activities. In addition to one full-time and 6 part time staff, tutors and parents are recruited to better the adult/student ratio. BEARS program has 25 students. It continues to offer before and after school child care for families who qualify.

Berkeley Learns Academic Support: Homework Assistance- all LEARNS staff are NCLB qualified. Students receive assistance with their homework four days per week during the after school program. Berkeley Learns and BEARS' staff monitor homework success and completion and communicate with school day staff when they are concerned about students performance.

Mentors: Over 100 mentors (UC Berkeley and Berkeley High School students) volunteered at Washington, during and after school this year. UC Berkeley mentors work in the classroom of their mentees and support the class as a tutor, as needed. This program increased the school day support for most classroom teachers.

Volunteers: SAGE Project provided 80 volunteers; Cal Corps provided 100 volunteers, Berkeley High School provided 25 volunteers, and BEAM provided 5 teaching volunteers during the 2009-2010 school year

Whole Child: Enrichment activities, Cultural Arts -African Drumming, Visual Arts, Dance, Chess, African Dance, Hip Hop, Girls' group

Recreation activities- Washington elementary participated in partnership with City of Berkeley to provide swimming, soccer and softball. Additional Berkeley Learns recreation activities include: Lacrosse, European Handball, Basketball, Football, Tennis and Capoeira.

Healthy snacks are provided daily by BUSD Nutrition Services.

After school program staff are involved in SST's whenever relevant and add to the supports for students. Through grants and volunteer individuals and organizations, low performing students may receive small group or individual tutoring during and after school by tutors and in some cases classroom teachers. Special projects, such as the Read-a-Thon, support families and learning. What began as a Healthy Start grant in 2000, has provided linkages for referrals to both on and off-site services related to social/emotional, physical and educational needs. A Partnership with Berkeley Mental Health and Governance funding provides practicum students as counselors for our students.. A partnership with City Services supports individual students and families.

The school district provides curriculum-knowledge instruction for all teachers and support days for teachers to develop units. Teachers, with support from the CoS team, further communicate and enhance resources through the use of Parent Conferences, IEP goals and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable us to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. Spanish translations on important documents are sent to English Learner families.

Free and Reduced price meals help students receive balanced nutrition. Our garden classes acquaint students and parents with good foods and how to grow them. In Dulci Jubilo Foundation Grants, Berkeley Schools Fund Grants, the Arts' Block grant, and Alameda County/Crowden Music school grant provide funding for specialized projects and materials. Our Special Education staff and Special Education teachers (RTI model) provide a range of services as well. The Psychologist provides testing and student/family support, and a Speech Therapist works with students needing Language and Articulation Therapy. Our two Special Education teachers work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program.

#### 19. Strategies to increase parental involvement (Title I SWP)



Parent involvement continues to grow. PTA has focused on room parents as a group to build community and increase family engagement.

The steering committee meets once a month to plan family events and learning formats.

Parent training, helping children with reading and math, and equity issues have all been meeting topics. In addition, celebrations, such as the Winter Concert, Black History month, Cultures Night, pancake breakfasts, morning coffees, Back to school nights, and Welcoming Bar-b-ques enhance a culture of togetherness and positive climate.

Phone messages, parent flyers, newsletters, emails, texts, and parent meetings are the avenues of communication.

Parents are encouraged to work as volunteers for school projects, such as weekend beautification days, and in the classroom as support for students.

## 20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

School Governance Council is composed of 6 parents and 6 teachers who meet monthly to follow the state and federal guidelines for funding sources and to develop and monitor the overall school plan. Beginning in September, parents are encouraged to join the nomination/voting process to become members of this team. It has been successful, through a variety of print based, web based, and phone based communication to encourage a large group of diverse parents to "run for office." For the past two years, this process has ensured a diverse governing parent group.

Yearly, Governance Team surveys parents, teachers, and students. Survey information is used to develop priorities for the school. They also research all the programs and curriculum areas in the school. With this information, the Council develops the site plan and budget to lead the instructional program at Washington.

### Funding

## 21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

It is also used for materials to support and increase the academic abilities of second language learners. Teachers are trained in the EL program and all use Guided Reading Plus (enhanced guided reading strategies) in their classrooms. English Learner staff development and mentoring are provided by an English Learner Coach, who also teaches pull-out EL classes for all students.

The entire staff has benefited from developing culturally relevant teaching strategies to use with African American/Latino focus students. Teacher teams observe and coach each other three times yearly. Data guides assessment of the teams' work. In addition, the Reading Recovery/ Literacy Coach Teacher and Special education teachers (Rtl Team) instructs all teachers in the techniques of in-class guided reading and Lucy Calkins literacy block curriculum. Three members of Rtl teach one-on-one reading strategies to the lowest groups of students. In the beginning of the year, students are assessed and ranked according to need. Then, they are given intense daily training until they have met grade level expectations. Funding is provided for professional development and teacher collaboration to develop units and strategies that reinforce the curriculum and engage under-performing students. Under-performing students receive assistance from Rtl teachers and three Instructional Assistants. Their services are coordinated with the classroom teacher to target the same learning goals outlined in the student's Individual Education Plans and regular education plans.

A physical education instructional specialist works with students to teach physical skills, fairness, leadership skills, and responsibility. His Junior Coach program helps students learn to deal with others and learn to support the school.

## 22. Fiscal support (EPC)

Fiscal school support is provided through the generous gifting from our PTA and individual donations, corporate matching grants, BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State

and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a Librarian and books, enrichment programs, and physical improvements.

## Appendix J - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### Student Pledge:

Students have the right to:

1. Learn and develop to their maximum potential as whole human beings.
2. Have a safe, secure environment for learning.
3. Be accepted by teachers, staff and other students.
4. Have their achievement and competence acknowledged.
5. Be challenged to explore, inquire, discover, and make choices.
6. Develop creativity and learn to enjoy the arts.

Student Responsibilities. Students are expected to:

1. Arrive on time. Arriving by 8:10 a.m. on the playground allows school to begin at 8:15 a.m.
2. Work hard in school, pay attention, do your best.
3. Complete homework and nightly reading.
4. Eat more good food for a healthy body and mind. Keep chips, cookies, soft drinks, and candy to a minimum in your diet.
5. Challenge your body to play and work hard.
6. Help each other to learn and to become members of a caring community.
7. Act in a manner that does not hinder the learning of other students.
8. Help take care of the classroom and our school.
9. Respect everyone and use kind words. Use Washington's Toolbox steps to solve problems:

### Parents Pledge:

Parental Responsibilities

Washington School believes firmly in parental involvement and support in the education of their children. Success in the classroom greatly hinges upon the degree to which parents in particular, and the community in general, involve themselves in the education process. Parents are urged to:

1. Assure your child arrives on time each day and keep absences to a minimum.
2. Call school and send a written excuse the next day after your child is absent or tardy.
3. Review your child's homework nightly.
4. Nightly Reading: In kindergarten and first grade, read out loud to your child for at least 20 minutes a night. In second and third grade when they become fluent readers have them read to you for 20 minutes, gradually switching over to silent reading. Students in grades 4 and 5 should be silently reading 30 to 60 minutes each night.
5. Ensure that your child gets enough sleep each night (pre-teens usually need about 10 hours).
6. Keep chips, cookies, soft drinks, and candy to a minimum, and avoid packing them in lunches. Pack a healthy lunch (e.g., a sandwich, fruit and milk) or purchase lunch or milk at school.
7. Attend Washington's parent meetings: PTA, African American Unity, and other events.
8. Form teacher-parent partnerships by attending conferences and communicating with the teacher.
9. Become as active as possible in the life of the school by volunteering in the classroom, tutoring, helping on trips, serving on PTA committees, the SGC, or PTA leadership

### Staff Pledge:

Staff Responsibilities

Teachers and Administration will participate in forming partnerships with students, parents, staff and other interested members of the community for the benefit of the students' academic and emotional development. We instructors will:

1. Teach and monitor student progress toward the achievement of state learning goals.

2. Guide children in SEL (Social and emotional learning) so as to insure school safety, courtesy and a nurturing environment. We will consistently and fairly deal with misconduct.
2. Partner with parents in discussions on the academic progress and conduct of children on a regular basis.
3. Demonstrate by attitude and actions genuine concern and respect for each student.
4. Plan and conduct a program of instruction that captures the interest and meets the needs of each student.
5. Manage classroom routines to contribute to the program of instruction and the development of civic responsibility.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_