



Stuart Mesa Elementary School

100 Yamanaka Way • Oceanside, CA 92058 • (760) 901-7700 • Grades K-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Oceanside Unified School District

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School Description

Stuart Mesa Elementary School continues to maintain its status as a California Distinguished School. Our school's successes reflect our excellent instruction, academic rigor, high expectations, Web-based instructional technology, and the efforts of active community support groups. Stuart Mesa's academic performance is the direct result of teachers and the principal collaborating to track student progress through monthly grade-level goals that ensure no child is left behind.

We provide a rigorous program that targets academic vocabulary and reading comprehension across content areas. Explicit vocabulary lessons are consistently taught schoolwide, and parents have commented on the rich vocabulary students are using both orally and in writing. All staff have embraced the concept of curricular and pedagogical shifts associated with Common Core implementation and are promoting a student-centered classroom with a gradual release of responsibility. Staff has access to rich professional development opportunities and are being logistically prepared in areas such as technology. Through parent involvement opportunities we continue to find ways to educate the community to understand and embrace the important tenants of common core.

One of our greatest challenges is the frequent deployments of our military family members. Community service agencies and Marine Corps Base Camp Pendleton collaborate with the district to provide our school with excellent support programs, helping us to remain resilient. During the 2013-2014 school year, military students were involved in several counseling services and after-school mentoring programs. Additional on-site counseling resources are planned for the 2014-2015 school year.

At Stuart Mesa Elementary School, our vision is to develop into a community of learners who exhibit a confident willingness to engage in gaining new skills and understanding essential academic concepts. Students work to respond to complex questions, gaining and applying new knowledge, and becoming 21st century critical thinkers.

To become the successful citizens in today's global society, our students must respect individual differences and engage in meaningful dialogue. Teachers and staff create an equitable environment in which all students are accepted and expected to learn and grow. Supporting each other, noticing positive behavior and offering diverse learning activities provide key elements in fostering students' natural desire to share their learning.

Teachers present relevant materials that require students to think. Creativity is valued and students know that there are many ways to reach solutions about real-world problems. Teachers encourage them to express their unique thought processes. They accept the responsibility to provide evidence showing that their answers are reasonable.

Classroom discussions are lively and students are eager to gain knowledge that helps them form their critical thinking skills. Stuart Mesa learners persevere even when they encounter obstacles. There are many sources of information and opportunities to learn from peers. Students accept responsibility for their learning.

Through practice with the 8 Keys of Excellence, our students develop strength of character and take ownership of their learning and behavior. They apply these traits when social conflicts arise with peers. With adult guidance, students use empathy, information and critical thinking to solve academic and social problems. Citizenship and social skill growth are essential elements of student learning at our school.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (760) 901-7700.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	170
Gr. 1	114
Gr. 2	85
Gr. 3	70
Gr. 4	49
Gr. 5	48
Gr. 6	36
Gr. 7	34
Total	606

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.7
American Indian or Alaska Native	0.7
Asian	0.5
Filipino	2.0
Hispanic or Latino	34.7
Native Hawaiian/Pacific Islander	2.3
White	41.7
Two or More Races	4.6
Socioeconomically Disadvantaged	54.0
English Learners	3.1
Students with Disabilities	14.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Stuart Mesa Elementary School	12-13	13-14	14-15
Fully Credentialed	29	33	30
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Oceanside Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	30
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Stuart Mesa Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	90.40	9.60
High-Poverty Schools	90.20	9.80
Low-Poverty Schools	97.10	2.90

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Inventory conducted September 2013

**Textbooks and Instructional Materials
Year and month in which data were collected:**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Transitional Kinder: Scholastic Big Day, Adopted 2014 K-5: Houghton Mifflin Reading, Year Adopted 2003 6-8: Holt Literature and Language Arts, Year Adopted 2004
Mathematics The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Transitional Kinder: Scholastic Big Day, Adopted 2014 K-5 : McGraw-Hill Everyday Math, Year Adopted 2008 6-8: Prentice Hall Algebra I: , Year Adopted 2008
Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Transitional Kinder: Scholastic Big Day, Adopted 2014 K - 5: Delta Education FOSS, Year Adopted 2008 6 - 8: Prentice Hall Focus on Science, Year Adopted 2008
History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Transitional Kinder: Scholastic Big Day, Adopted 2014 K - 5: Harcourt Brace Reflections, Year Adopted 2007 6 - 8: Prentice Hall Ancient Civilizations, Adopted 2006 6 - 8: Prentice Hall Medieval and Early Modern Times, Adopted 2006 6 - 8: Prentice Hall American, History of Our Nation, Adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

**School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/18/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	Rm 32: DIRTY VENTS
Interior: Interior Surfaces	[X]	[]	[]	Rm 7: WATER STAINS CEILING TILES/ WATER STAINS IN DIFFUSER Rm 8: WATER STAINS CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Kinder Play Ground: DRINKING FOUNTAIN IS NOT WORKING @ K2
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	Rm 32: RAMP IS LIFTED/ RUSTED @ ENTRY TRIP HAZARD
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	54	45	56	54	55	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	61	61	58	51	54	52	54	56	55
Math	74	64	70	51	53	53	49	50	50
HSS				49	49	47	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	6
Similar Schools	9	10	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	28.9	15.6	4.4
7	12.5	28.1	25.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	56
Male	61
Female	50
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	60
Native Hawaiian/Pacific Islander	
White	69
Two or More Races	
Socioeconomically Disadvantaged	48
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	41	-7	-18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	25	-8	13
Native Hawaiian/Pacific Islander			
White	61	17	-17
Two or More Races			
Socioeconomically Disadvantaged	23	4	-13
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Our PTO is the most active supporter of our students' learning experiences. This group raises about \$20,000 annually, which funds field trips and provides computer equipment and materials for every class. PTO members include more than 150 staff and family members. Parent and military volunteers commit more than 300 hours a month to support the classroom teachers in many ways. Our School Site Council consists of dedicated parents who, in conjunction with teachers and staff, oversee and approve the implementation of our school plan and its expenditures.

The staff holds Title I and English Learner parent informational nights annually, and hosts GATE parent nights. Family Fun Nights are sponsored quarterly by the PTO and monthly Family Dine Outs are supported by partnerships with local eating establishments. All parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in December. We appreciate having adult volunteers to chaperone field trips, help with student projects, work in classrooms and supervise activities. To participate, please contact the school office at (760) 901-7700.

In addition, Stuart Mesa parents will be provided information on how to:

- Create an effective learning environment
- Encourage good study habits
- Monitor their child's attendance and homework completion
- Use student planners effectively
- Volunteer in their child's classroom
- Participate on school committees
- Have effective parent-teacher conferences

Stuart Mesa parents will also have information on how to enroll and take advantage of the following:

- School Site Council
- PTO Meetings
- Parent teacher conferences at least once a year and as often as needed
- Safe School Committee
- Workshops provided by the Military Child Education Coalition (MCEC)
- Monthly character trait and awards assemblies
- Back To School Night
- Open House
- Wednesday Notes
- California Reads Program
- Volunteer opportunities at school, on field trips or other school-sponsored activities
- Notification of school and district parent advisory meetings

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Staff members supervise our clean, safe playgrounds before, during, and after school. Through the Second Step program and our Peer Duty Patrol program, we teach conflict resolution skills to help students communicate and settle disputes peacefully. We hold discipline assemblies to review school and district behavior expectations. Our monthly citizenship program reinforces positive character traits and students with PRIDE cards are rewarded at monthly assemblies for responsible, helpful behavior. We also educate students about bullying and how to avoid involvement in this kind of behavior. This year, our social work intern from USC trained 4th and 5th grade students in conflict mediation. Our primary students benefited from the presence and interactions with our exemplary Duty Patrol students.

Stuart Mesa Elementary School is a closed campus, and all visitors are expected to check in at the main office. Proper identification is required. If parents wish to visit their child's classroom, prior arrangements should be made through the main office.

The school's Safety Committee meets annually to update our board-approved Safe School Plan. We work with the Camp Pendleton Police and the Oceanside Police Department to develop and rehearse our Crisis Response Plan using tabletop exercises and emergency response drills. Teachers and staff have recently reviewed recommended lockdown procedures so that we are all capable of rapid response. An annual visit by our district safety officer ensures that our Disaster Shed is stocked properly and there are no physical safety hazards on our campus.

This year our comprehensive school safety plan was adopted by the school site council again on October 28, 2014 which includes: child abuse reporting procedures, disaster procedures, policies for suspension and expulsion, procedures to notify teachers of dangerous students, discrimination and harassment policy, the provisions of a school-wide dress code, procedures for safe ingress and egress, a safe and orderly learning environment, procedures for school discipline, and hate crime reporting procedures.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	3.1	2.5	4.6
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	7.3	5.3	5.3
Expulsions Rate	0.2	0.2	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		21
Percent of Schools Currently in Program Improvement		95.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.63
Psychologist	0.0
Social Worker	0.0
Nurse	.30
Speech/Language/Hearing Specialist	0.80
Resource Specialist	0.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	26.2	24	21	1	2	2	4	1	6	0	4	
Gr. 1	24.5	20	19	0	2	2	4	4	4	0		
Gr. 2	23	19	17	1	2	2	4	3	3	0		
Gr. 3	30	15	14	0	2	2	2	3	3	0		
Gr. 4	36	20	12	0	1	2	0	2	2	2		
Gr. 5	37	16	16	0	2	1	0	1	2	1	1	
Gr. 6		11	19		3	7		1	1			5
English			32						1			
Math			32						1			
Science			32						1			
SS			32						1			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,216	\$41,318
Mid-Range Teacher Salary	\$68,084	\$65,615
Highest Teacher Salary	\$89,745	\$84,981
Average Principal Salary (ES)	\$117,979	\$107,624
Average Principal Salary (MS)	\$124,291	\$112,817
Average Principal Salary (HS)	\$135,421	\$121,455
Superintendent Salary	\$271,059	\$206,292
Percent of District Budget		
Teacher Salaries	41	40
Administrative Salaries	4	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,335	\$2,711	\$5,624	\$78,353
District	♦	♦	\$5,969	\$76,328
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-5.8	2.7
Percent Difference: School Site/ State			19.9	13.0

Professional Development provided for Teachers at Stuart Mesa Elementary School

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

Professional Learning Activity

ELA All K-5th teachers – began implementation of Common Core Writing Standards.

Focus for writing was to:

1. establish a designated writing block
2. implement daily writing in the classroom
3. teach short demonstration (modeled) writing lessons

ELA Workgroup (Sept. 2012, Mar. 2013, May 2013, June 2013)

Development of Resources to support teachers in the transition to Common Core

- Unpacking the Common Core ELA Standards documents
- Grades K-1 Identify pedagogy & instructional strategies to support early literacy instruction
- Grades 2-5 Design a Close Reading Lesson Exemplar using Informational Text

Writing Assessment Workgroup (Mar. 2013, June 2013)

- Development of District Writing Rubrics for each genre (Opinion, Informative/Explanatory, Narrative)
- Development of Performance Task for Informative/Explanatory Writing

Aug. 2012

- Kindergarten teachers – Trained on updated English Language Arts (ELA) district benchmarks, reflecting alignment to the Common Core State Standards (CCSS), and a software management system to record data (ESGI)
- 1st grade teachers - Trained on partially updated ELA district benchmarks, reflecting alignment to the CCSS, and a software management system to record data (ESGI)

Sept. 2012

- Make-up training Full-day Kinder – 5th teachers – ELA Balanced Literacy workshop focused on writing (original training Spring 2012) and CCSS-Writing overview.
- Full-day Kindergarten Teachers – Research-based activities and instruction to accommodate a full-day kindergarten schedule as it relates to the CCSS.

Oct. 2012

- Half-day Kindergarten Teachers – Overview of CCSS-Writing. Training focused on writing and goals from Spring 2012 training.

Dec. 2012

- Full-day Kindergarten Teachers (At least 2 reps from each site) attended Nellie Edge, 'Writing-to-Read' workshop focused on integrating reading and writing to support early literacy skills. Workshop aligned to Common Core Writing Standards.

Jan. 2013

2nd-5th grade teachers – attended the Sue Gendron workshop providing an overview of Common Core State Standards and the Smarter Balanced Assessments

Jan. – Mar. 2013

1st-5th grade teachers – Common Core English Language Arts training

- Overview of CCSS-ELA
- 3 Major Instructional shifts
- Close Reading – focused on text complexity and text dependent questioning/evidence based response (grades 2-5).
- Resources to support ELA implementation of CCSS

Professional Learning Activity

Math Kindergarten – Math district benchmark aligned to the Common Core Standards

Math Workgroup (Nov. 2012, Mar. 2013, May 2013, Jun. 2013)

- Development of Instructional/Pacing Guides
- Development of CCSS-M Unpacking Documents
- Development/Revision of Assessments in alignment with CCSS-M

K-3, Voluntary 3-day Math Training (2 cohorts) (Nov. 2012, Dec. 2012, Jan. 2013, Feb 2013, Mar. 2013)

- Children's Mathematical thinking as it relates to Common Core expectations

Aug. 2012

- Kindergarten teachers – Trained on updated Math district benchmarks, reflecting alignment to the Common Core Standards
- K-5th teachers – Overview of the Standards for Mathematical Practice

Sept. 2012

- Full-day Kindergarten Teachers – Research-based activities and instruction to accommodate a full-day kindergarten schedule
- K-5th teachers – Overview of the Standards for Mathematical Practice

Oct. – Dec. 2012

K-5th grade teachers – Common Core Mathematical content and pedagogy training

- Overview of CCSS-M
- 3 Major Instructional shifts
- Standards for Mathematical Practice
- K-2 Operations and Algebraic Thinking and some Base Ten focused on Addition and Subtraction
- 3-5 Operations and Algebraic Thinking and some Base Ten focused on Multiplication and Division

Jan. 2013

2nd-5th grade teachers- attended the Sue Gendron workshop providing an overview of Common Core State Standards and the Smarter Balanced Assessments

SPED-ELA Dec. 2012-Jan. 2013:

All K-5 Mild/Mod teachers in ELA received professional learning on the role of the mild/moderate teacher in supporting literacy development with CCS-ELA for career and college readiness: IEP Goals, supports and services, data sources, case management, and inclusive practice.

Feb-March 2013

All K-5 Mild/Mod ELA Teachers received professional learning on Data-Driven Reading Instruction for students with disabilities in reading: Screening, diagnostic and progress monitoring in the components of CCS- ELA reading foundational skills.

March 2013

Sped/Gen Ed ELA elementary school teacher teams: Universal Design for Learning with Center for Applied Special Technology (CAST) with district leadership began cohort/work group to learn and lead best practice of providing access to Common Core Standards in general education settings for students with disabilities/at-risk: Multiple means of representation, action and expression, and means of engagement.

ELA Instructional expectations for 2013-14 school year:

- All grades implementing the 3 major instructional shifts
1. Non-fiction text
 2. Evidenced based
 3. Complex text and its academic language-vocabulary
 - requires modification of manner in which teachers utilize current materials/texts
 - requires location of supplemental materials

Edmodo groups created as possible collaboration forum

Grades 3-5 teachers join "Basal Alignment Project" as support to planning close reading lessons which embed the following:

- Text Dependent Questions
- Rigor/Relevance – leading to higher order thinking schools/depth of knowledge
- Writing with evidence
- All grades addressing the 3 genres of CC writing (Informative/Explanatory, Opinion, Narrative)
- District writing performance task to be administered twice a year, focused on Informative/Explanatory writing genre (Fall/Spring)

Professional Learning Opportunities:

- Grades K-2 support in early literacy instruction
 - Assessment training
 - Research-based early literacy instructional strategies
- Grades K-5 support with Close Reading Lessons, with emphasis on Informational Text
 - Complex Text
 - Text Dependent Questions
 - Rigor/Relevance
 - Writing with evidence
- Grades K-5 – Roll-out of District Writing Rubrics for each genre and 1 Informative/Explanatory Performance Task

Math Instructional Expectations for 2013-2014 school year:

- All grades implementing the 3 major instructional shifts
 1. Focus
 2. Coherence
 3. Rigor
- All grades implementing the Standards for Mathematical Practice

Professional Learning Opportunities:

- embedded day training for each grade level
 - Grades K-2 focus on Standards for Mathematical Practice through fair sharing problem solving
 - Grades 3-5 focus on Standards for Mathematical Practice through fractional problem solving
- All elementary math site leaders will meet 3 times during the year:
 1. Plan a parent night for mathematics
 2. Plan a one hour professional development opportunity for the teachers on their site on the Standards for Mathematical Practice
 3. Plan a one hour professional development opportunity for the teachers on their site on the Standards for Mathematical Practice
- SPED-ELAK-5 Special Education: Mild/Mod teachers will provide appropriate supports, including but not limited to co-teaching, for students with disabilities to ensure their access to CCS-ELA in general education, evidenced by student writing and/or other samples that demonstrate student thinking.
- K-5 Special Education Teachers will provide direct services for students with deficits in reading foundations using valid, reliable and on-going data to inform instructional decisions and monitor student progress.