

SCHOOL SITE ASSURANCES

Required Assurances:

On behalf of the school, the principal and vice principal, as instructional leaders, agree to:

- ✓ Establish a well-defined school vision (supporting district vision) with goals and objectives for student achievement (including the belief that all students can read at grade level if adequately taught).
- ✓ Support full implementation of the district's state-adopted reading/language arts program and protect the daily instructional time from disruptions for a minimum of 2 1/2 hours for Grades 1-3 and 1 hour for Kindergarten.
- ✓ Require, in Year 1, or the first year the teachers work at a Reading First school site, that all teachers (K-3 and K-12 special education) participate in either California Professional Development Institutes – Reading (CPDI) or in State approved AB 466 provider and curriculum which may be the LEA (with LEA responsible for 80 hours of practicum).
- ✓ Be involved in, and knowledgeable of, the instructional delivery of the program.
- ✓ Organize and support regular, collaborative, grade level teacher meetings to discuss use of the instructional program and student results on the selected assessments, and to develop action plans for student interventions and/or additional teacher training.
- ✓ Guide the monitoring of student progress based on the selected assessments approved by the district; and use the results to make program decisions for the purpose of maximizing student achievement.
- ✓ Attend, in Year 1, or the first year the principal works at a Reading First school site, either the CPDI Reading institutes for principals or AB 75 Principal Training Program for Module 1 based on the district's State adopted reading/language arts program.
- ✓ Insist on and ensure the full implementation the adopted reading/language arts program for K-3 teachers.

- ✓ Ensure that any supplemental materials, technology programs, or staff development programs will be in alignment with the scientific research-based, adopted program.
- ✓ Assure that the school's Reading First Program and the staff and advisory committees responsible for Language Acquisition Title 1, School Improvement Program and Special Education programs at the site level are coordinated.

Optional Assurances:

- ✓ Assure that coaches are adequately prepared to serve as a peer coach to teachers implementing the adopted reading/language arts program.
- ✓ Hold regular meetings with the reading coach who is working with your teachers; and conduct classroom observations with the coach on a regular basis.