



## SAMPLE MATERIAL

### Strengthening Alignment Assessment Form

John Muir Elementary School, Washington

**Topic:** Increased Learning Time: Beyond the Regular School Day

**Practice:** Align Instruction

Schools in the Seattle Public Schools district ensure that the design of their after-school programs is aligned with the goals of the district. For that purpose they use this *Strengthening Alignment Assessment Form*. This form includes ten alignment criteria for evaluating their program, track progress toward alignment, and provide examples of best practices. For example, staff at John Muir Elementary School specified goals that focus on promoting engagement, integration, cultural tolerance, and communication between staff, families, and the broader community. For each goal program staff rate progress on a scale from 1 to 4, where:

- 1 = No progress made towards goal/criteria
- 2 = Some progress made towards goal/criteria
- 3 = Significant progress made towards goal/criteria
- 4 = Goal/criteria achieved

The form also includes space for staff to brainstorm about next steps and actions that they can undertake to improve alignment between the after-school program and the overarching goals of the school and the

school district. Further actions taken by the school depend on the area in which low levels of alignment are identified. If it's an area that the school feels should be better aligned the school staff makes necessary adjustments to improve alignment. In some cases, the school provides additional information and data. For instance, the program may ask for certain information from the school such as student data or curriculum info to link to the academic goals of the school.

The Afterschool Director of Powerful Schools and the Principal of John Muir elementary meet twice a year regarding alignment. The goal of the first meeting is to complete the alignment plan for the year and the second meeting, which takes place towards the end of the year, is set to review the results and make necessary adjustments.



## **Section I Seattle Public Schools Community Alignment Initiative**

### **Assessment and Reflection**

Prior to developing your 2003/2004 "Alignment Partnership Plan", we ask that you take a few moments to reflect on the progress made towards stated alignment goals in 2002/2003. On the following pages you will find the "Strengthening Alignment Assessment Tool"

After providing the requested contact information, self-identify your partnership's progress made towards the "10 Alignment Criteria". It will be helpful to have a copy of your current plan to refer to when doing this. Under the indicators, please identify what progress looks like for this criteria. For example, under criteria 2, "increased awareness of how program activities support learning" would be a possible indicator. Evidence of this might be a weekly activity calendar that shows the link between an activity and learning standard. We then ask you to rate yourself using the given scale and share any best practices that you feel are relevant. Reflecting on progress made will help to inform key goals and actions that you will want to incorporate into your 2003/2004 "Alignment Partnership Plan".

**Please submit six signed copies of the completed assessment with your  
Alignment Partnership Plan  
(no faxes or emails please)**

***Community Alignment  
Seattle Public Schools  
Mail Stop 33-160  
P.O. Box 34165  
Seattle, WA 98124-1165  
Attn: Sara Tenney-Espinosa***

**Be sure to retain a copy for your files**



**Seattle Public Schools  
Community Alignment Initiative  
Strengthening Alignment Assessment**

**Section I:  
Contact Information**

Program Contact:	Position:
Street Address: <i>3301 S. Horton</i>	
Mailing Address:	City:                      Zip:
E-mail Address:	
Phone Number:	FAX:
School Contact:	Position:
Street Address:	
Mailing Address:	City:                      Zip:
E-mail Address:	
Phone Number:	FAX:

**Section II:  
Provider Resources**

Learning Partners Advocate:

School's Out Trainer: *Suzie Smith*

City Specialist:

Community Learning Center Site?	Y	N
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BOOST Learning Grant Recipient?	Y	N
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Title I School?	Y	N
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**Section III:****Progress Towards Alignment (discuss in relation to your current year alignment plan)**

<b>Alignment Criteria</b>	<b>Indicators (What does this look like?)</b>	<b>Goal Status 1 – 4 (see below *)</b>	<b>Examples of Best Practices to Share</b>
1. The school and provider engage in activities that mutually promote programs and services and model effective partnerships that support the integration of the core school day and OST program	* CLC Bulletin Board informs staff/community of activities/events. * Frequent interactions w/ staff/community.	3	* Frequent interactions w/ staff/community. * Mailbox in School Office.
2. The school and provider coordinate program planning and curriculum to ensure alignment between activities and learning standards and communicate to support children's learning	*Provide a "Homework Center". * Frequent interactions w/ staff/community.	3	* Train staff to develop greater awareness of alignment potential.
3. The school and provider coordinate and communicate to support children's acquisition of developmental assets	* When necessary CLC staff will discuss with staff recommended assets to improve student involvement.	3	
4. The school and provider develop and adhere to a plan for shared use of key partnership resources such as facilities / space, curriculum, staff, volunteers, equipment, technology and transportation	* Frequent interactions w/ staff/community.	4	* Frequent interactions w/ staff/community.
5. The school and provider share pertinent information and communicate regularly about individual student needs; a shared approach to issues related to behavior management, family engagement, child health and safety is used	* Frequent interactions w/ staff/community.	3	* Frequent interactions w/ staff/community.
6. The school and provider actively participate in district designated professional development opportunities	* Regular use of available training programs.	3	* Budget staff development time and money.

**Goal Status Scale \*:**

- 1 = No progress made towards goal / criteria  
 2 = Some progress made towards goal / criteria  
 3 = Significant progress made towards goal / criteria  
 4 = Goal / criteria achieved

Alignment Criteria	Indicators (What does this look like?)	Goal Status 1 – 4 (see below)	Examples of Best Practices to Share
7. The school and provider share access to emergency materials and have a shared approach to emergency procedures	* PS has begun planning for joint school/provider emergency plan	2	
8. A mechanism is present to assure that parents, families and the broader community can meaningfully shape the alignment process	* Frequent interactions w/ staff/community. * Monthly "School Network" meetings.	3	* Parent Surveys.
9. The school and provider jointly develop an approach for ensuring that culturally relevant and anti-biased learning strategies are utilized	* CLC has begun to review best practices for achieving this goal.	2	
10. The provider develops a plan for reinvesting rent savings in efforts that enhance program delivery to children and families		2	

**Section IV:**  
**Supplemental Narrative**

- How have attitudes and / or practices changed related to supporting children's learning as a result of the alignment initiative? (discuss strategies used, trainings attended, relevant curriculum, activities offered, etc)
- What were some challenges that you experienced in advancing your alignment goals?

### Section V. Next Steps

GOALS AND ACTIONS	WHO	WHEN	DONE
To increase the variety and frequency of Parent-focused programming.	All Staff	On-going	
To develop a wider variety of high quality of classes.	All Staff	On-going	
To increase the “culture of cooperation” in the schools.	All Staff	On-going	
To increase staff development opportunities.	Director	On-going	

### Section VI. Signatures

Name of Program Contact: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of School Contact: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_