

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Elmhurst Community Prep.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Elmhurst Community Prep.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Elmhurst Community Prep

0112789

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Elmhurst Community Prep was founded in 2006 as part of Oakland Unified's small autonomous schools movement. Located on 98th Avenue in Deep East Oakland, ECP serves 375 Latino, African American, and Pacific Islander students in grades 6th through 8th. We believe a quality school must support students both emotionally and academically and we are committed to do both at high levels. We seek to engage students in rigorous academics and high-quality enrichment activities that prepare students for college and career.

VISION

Our mission, grounded in our commitment to Social Justice, is to ensure all students promote from ECP on a positive life trajectory, and prepared for A-G coursework in high school. No Matter What. To achieve this mission, we are base our work in four theories of action: ?X High Expectations: Students will achieve at high levels when we believe they can ?X Collaboration: We are more powerful together than apart ?X Positive School Culture: Growing up in the east is hard; a supportive school can make it easier ?X Family Involvement: Parents are the experts on their child and we work together to achieve success

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

In addition to the monitoring and evaluation responsibilities undertaken by our joint SSC/ ELAC, there are two main leadership groups tasked with monitoring the full implementation of ECPs CSSSP. Instructional Leadership Team (ILT) Members: Administration, site-based instructional coaches, teacher-leaders Goals: 1) Uphold a comprehensive vision for student achievement; 2) Design and facilitate highly effective PD; 3) Build teacher capacity to accelerate student achievement so that all student promote to H.S. prepared for A-G coursework Work: The ILT is tasked with fully aligned all the coaching and PD that occurs on campus, to ensure that teachers are capable of fully implementing ECP's Literacy and STEM goals. The team will use student achievement data from a variety of measures and teaching quality indicators from instructional rounds and the Teaching Effectiveness Pilot (TEP) to create a year-long PD calendar. Before the start of the academic year, the ILT will build out both individual PD sessions and short- and long-term development goals for teachers. As the year progresses the ILT will gather and analyze data on the efficacy of PD (surveys), the quality of instruction (rounds and TEP), and the extent of student achievement (benchmark, SRI, on-line learning provider data, etc.). These data will be used to adjust the PD calendar, measure progress against teachers' individual goals, and generally assess the school's overall health and progress. School-Wide Advisory Group (SWAG) Members: Administration, FSCS coordinator, FRC director, teacher-leaders Goals: 1) Maintain positive campus culture for both students and adults; 2) Advise on key site decisions and initiatives Work: As this is a new structure, much of the specific work is TBD. That said, the SWAG is charged with identifying key areas where the Group's effort will positively benefit school culture. Each of these areas will become a free-standing committee (e.g. sunshine committee, student reward group, fund-raising, campus beautification) that report to and are monitored by the SWAG.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

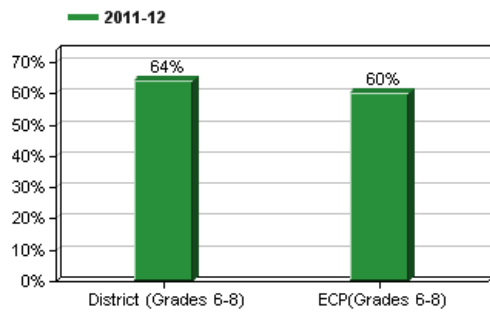
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

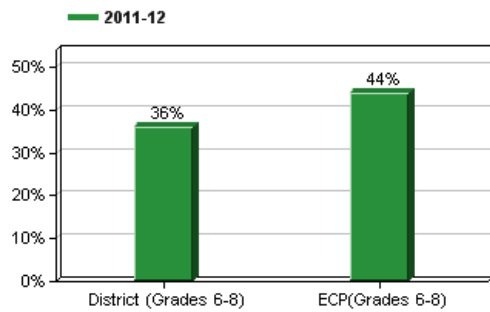
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension

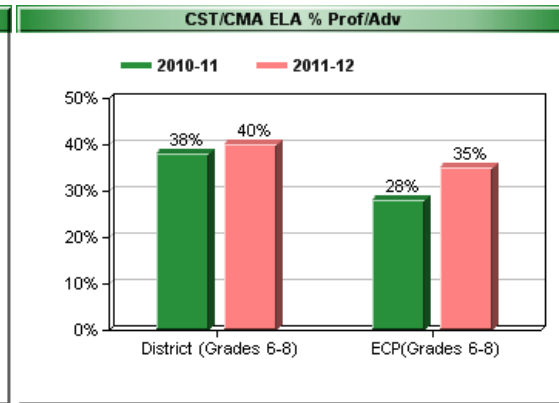
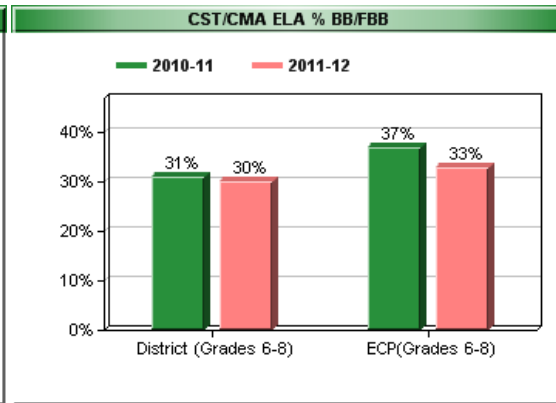
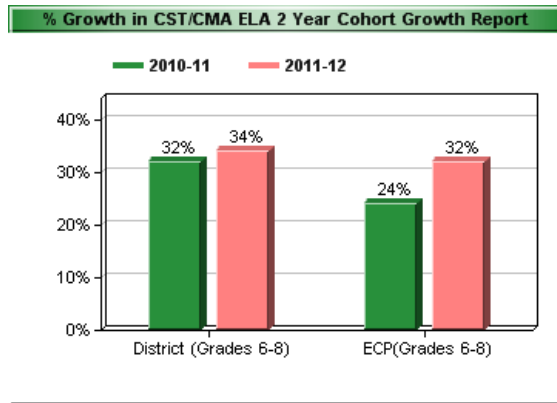


CELDT

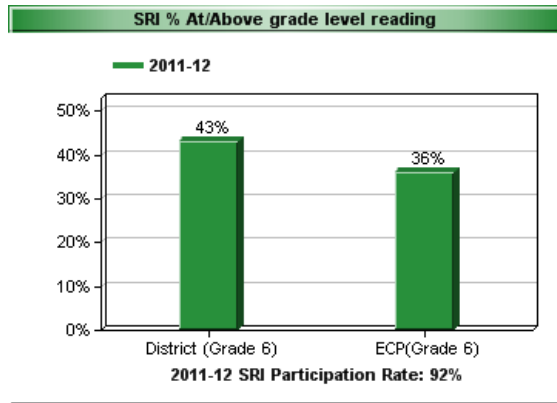
% Growth in CELDT 2 Year Cohort Growth Report



CST



SRI



School Data

- 20% of students school-wide read significantly below grade level (>3.5 years behind). Of Proficient/ Advanced students, less than 20% are Advanced CSTs
- From SQR: a) In 17 of 28 (61%) classroom observations, 85% or more students were actively involved in the content. b) In 3 of 28 (11%) classroom observations, students used language support scaffolds (sentence frames, graphic organizers, etc.) to engage in learning.

Data Analysis

- These data speak to the need for a structural response to the large numbers of students who enter our school critically below grade level, without sacrificing the overall rigor necessary for a A-work at ECP to equal A-work anywhere city-wide.
- They also speak to the growing effectiveness of our overall instructional program. We see fewer students achieving at the FBB/BB level, with far fewer students in FBB itself (not captured here).
- In addition to growth out of the lowest achievement levels, we see significant growth into proficiency and beyond. We attribute this to 1) the relatively

high rigor inherent in our 8th grade SpringBoard and 2) the focus on expository writing.

Theory of Action

- Build rigorous common practice around vocabulary acquisition and expository writing, school-wide, and vertically through department
- Continue to support the movement toward common core adoption
- Embed intervention opportunities into the traditional school day, to remediate skill gaps and accelerate student learning

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	State tests (CST/STAR, PFT)	All Students		Principal	4/22/2013	221SQ11A1062	Employ full-time literacy coach to support instructional planning and delivery	Non-SSC approved			0	\$0.00
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	SRI	FBB, BB		Principal	4/22/2013	221SQ11A1063	Employ reading specialist to support instructional planning and delivery	3010-Title I		C10TSA0046	0.65	\$64,478.07
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	Local assessments (benchmarks, PWA)				4/22/2013	221SQ11A1065	Utilize on-line learning platforms as part of the Blended Learning Pilot	N/A			0	\$0.00
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	Local assessments (benchmarks, PWA)				4/22/2013	221SQ11A1067	Implement Springboard curriculum	N/A			0	\$0.00
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	Local assessments (benchmarks, PWA)				4/22/2013	221SQ11A1068	Design and implement site-based PD and Charges (i.e. retreats) to plan the scope of required work	N/A			0	\$0.00
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	SRI	English Learners	Monthly	Leadership Team	4/22/2013	221SQ11A4376	Purchase leveled books for classroom libraries and supplemental classroom texts	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$6,122.32
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	SRI	English Learners	Every Other Week	Leadership Team	4/22/2013	221SQ11A5749	Provide embedded, targeted intervention support.	7091-EIA - LEP		K12TCH0063	0.2	\$11,844.44
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	SRI	English Learners	Every Other Week	Leadership Team	4/22/2013	221SQ11A5752	Provide embedded, targeted intervention support.	7091-EIA - LEP		K12TCH0294	0.1	\$5,331.04
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	SRI	English Learners	Every Other Week	Leadership Team	4/22/2013	221SQ11A5753	Provide embedded, targeted intervention support.	7091-EIA - LEP		K12TCH1507	0.2	\$16,807.89
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	SRI	FBB, BB	Every Other Week	Leadership Team	4/22/2013	221SQ11A5777	Provide embedded, targeted intervention support.	7090-EIA - SCE		K12TCH0704	0.2	\$10,997.68
Implement A.L.L. strategies of academic vocab acquisition and expository writing in all classrooms	SRI	FBB, BB	Every Other Week	Leadership Team	4/22/2013	221SQ11A5778	Provide embedded, targeted intervention support.	7090-EIA - SCE		C10TSA0046	0.1	\$9,919.70
Implement A.L.L.												

strategies of academic vocab acquisition and expository writing in all classrooms	SRI	FBB, BB	Every Other Week	Leadership Team	4/22/2013	221SQI1A5779	Provide embedded, targeted intervention support.	3010-Title I		K12TCH1764	0.2	\$15,907.85
Implement A.L.L. strategies for academic vocabulary acquisition and expository writing in all classrooms.					4/4/2013	221SQI1A4564	Schedule Embedded acceleration courses (i.e. RiseUp) to remediate skill gaps for English Learners.	N/A			0	\$0.00
Implement A.L.L. strategies for academic vocabulary acquisition and expository writing in all classrooms.					4/4/2013	221SQI1A4567	Purchase leveled books for classroom libraries and supplemental classroom texts	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

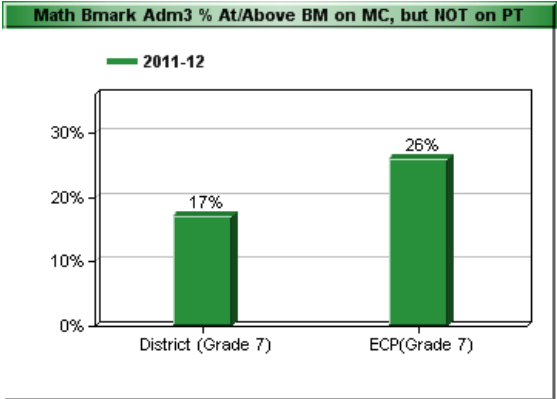
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

School Quality Standards relevant to this Strategic Priority

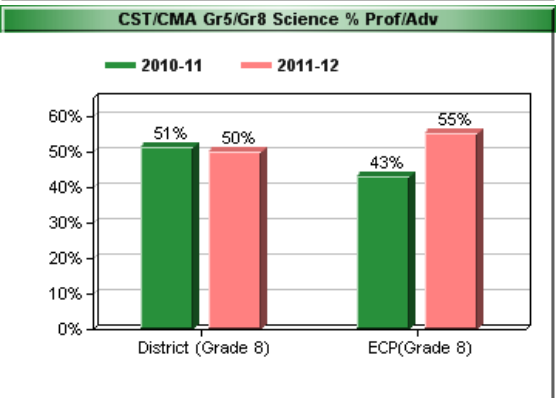
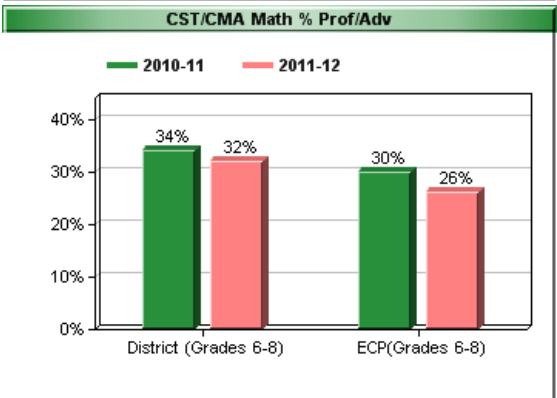
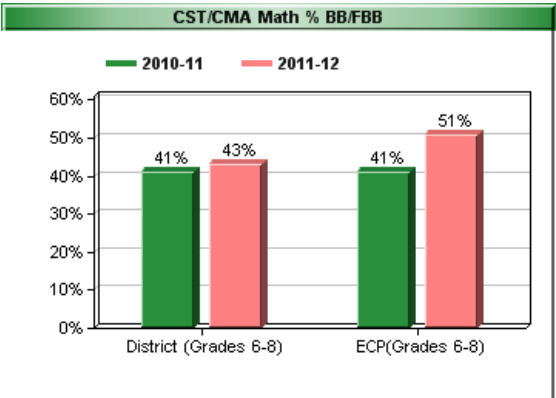
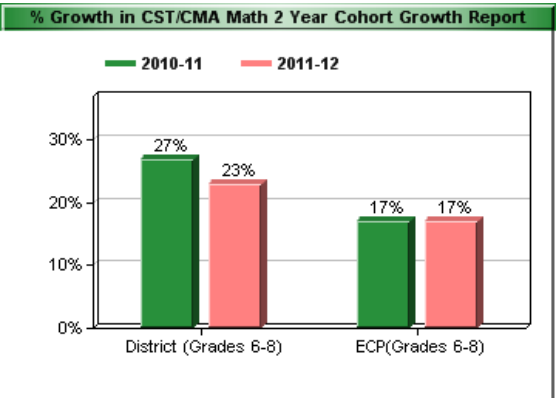
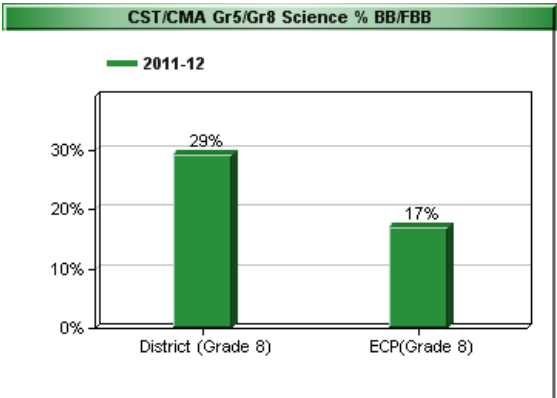
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark



CST



School Data

- From SQR: a) In 7 of 28 (25%) classroom observations, students were observed working together (group work) and their collaboration facilitated deep learning. b) In 10 of 28 (36%) classroom observations, the SQR team observed various technologies being used to make learning active and to meet the learning needs of students.

Data Analysis

- These data speak to the need to develop a rigorous algebra readiness curriculum within the 7th grade math program.
- We need to continue to build-out the opportunities for targeted intervention and greater differentiation in core instruction.

Theory of Action

- Build rigorous common practice vertically and utilize STEM curriculum to build academic language and literacy.
- Continue to support the movement toward common core adoption.
- Embed intervention opportunities into the traditional school day, to remediate skill gaps and accelerate student learning

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase student readiness for, and success in, Algebra I.	State tests (CST/STAR, PFT)	All Students		Principal	4/15/2013	221SQI1B2007	Employ site-based math coach	Funded by Community Partner			0	\$0.00
Increase student readiness for, and success in, Algebra I.	Local assessments (benchmarks, PWA)	All Students	Monthly		4/15/2013	221SQI1B2008	Utilize on-line learning platforms as part of the Blended Learning Pilot	N/A			0	\$0.00
Increase student readiness for, and success in, Algebra I.	Local assessments (benchmarks, PWA)	All Students	Monthly		4/15/2013	221SQI1B2010	Design and implement site-based PD and Charges (i.e. retreats) to plan the scope of required work	N/A			0	\$0.00
Increase student readiness for, and success in, Algebra I.	Local assessments (benchmarks, PWA)	All Students	Monthly		4/15/2013	221SQI1B4386	Purchase computers and computer supplies to support Blended Learning	N/A			0	\$0.00
Increase student readiness for, and success in, Algebra I.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Other Week	Leadership Team	4/15/2013	221SQI1B5780	Provide embedded, targeted intervention support.	7090-EIA - SCE		K12TCH0057	0.2	\$11,318.55
Increase student readiness for, and success in, Algebra I.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Other Week	Leadership Team	4/15/2013	221SQI1B5781	Provide embedded, targeted intervention support.	7090-EIA - SCE		K12TCH0432	0.2	\$9,330.31
Increase student readiness for, and success in, Algebra I.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Other Week	Leadership Team	4/15/2013	221SQI1B5782	Provide embedded, targeted intervention support.	7090-EIA - SCE		K12TCH1510	0.2	\$11,528.67
Increase student readiness for, and success in, Algebra I.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Every Other Week	Leadership Team	4/15/2013	221SQI1B5783	Provide embedded, targeted acceleration support.	7090-EIA - SCE		K12TCH1716	0.2	\$11,915.21
Move toward full implementation of Common Core Standards					5/10/2012	221SQI1B2013	Support teachers on implementation of vital actions on the 5x8 card	N/A			0	\$0.00
Move toward full implementation of Common Core Standards					5/10/2012	221SQI1B2014	Implement writing and vocabulary instruction in preparation for the open response items	N/A			0	\$0.00
Recruit STEM focused apprenticeships, particularly in bio-health and computer science and provide priority access into these apprenticeships for student who qualify for GATE services.	State tests (CST/STAR, PFT)	GATE	End of Year	Principal	5/23/2013	221SQI1B6153	Provide GATE students with opportunities to apprentice in the bio-health and computer science industries.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

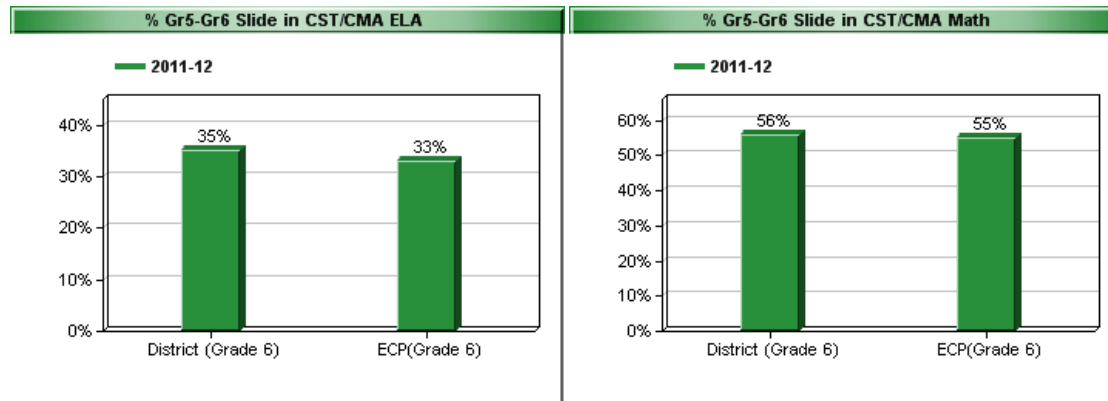
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

CST



School Data

- 100% of 8th graders complete High School completions forms on-time.
- 100% of 6th grades participate in ELT through Citizen Schools.

Data Analysis

- Our HS Options program continues to prepare 8th graders for an informed decision.

- CS provides students with needed HW support and a window into college and the world of work.

Theory of Action

- Utilize school structures (cored classes in 6th grade, separate building) and partner programs (Citizen Schools, Safe Passages) to ease the transition into Middle School and the promotion toward High School

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement RtI framework					4/4/2013	221SQ11C2016	Schedule embedded acceleration courses (i.e. RiseUp) to remediate skill gaps and push high-achievers forwards	N/A			0	\$0.00
Implement RtI framework					4/4/2013	221SQ11C2018	Employ academic mentors from OFCY transitions grant	N/A			0	\$0.00
Employ a rich Extended Learning Time (ELT) program					5/7/2012	221SQ11C2019	Partner with Citizen Schools	N/A			0	\$0.00
Implement an extensive High School options process with 8th graders					5/7/2012	221SQ11C2020	Field trips to potential high schools	N/A			0	\$0.00
Implement an extensive High School options process with 8th graders					5/7/2012	221SQ11C2022	Partner with Better Chance to support private school options	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

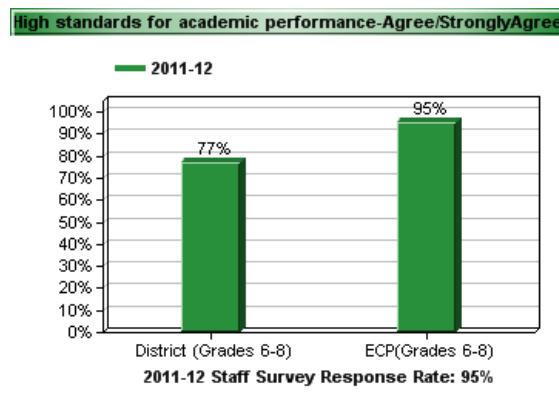
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

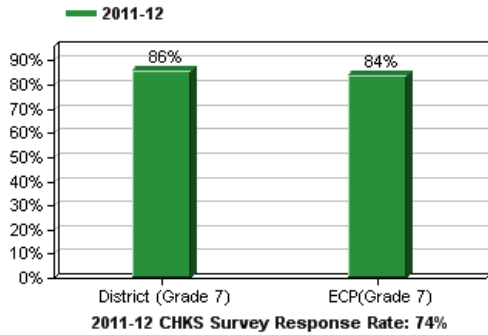
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

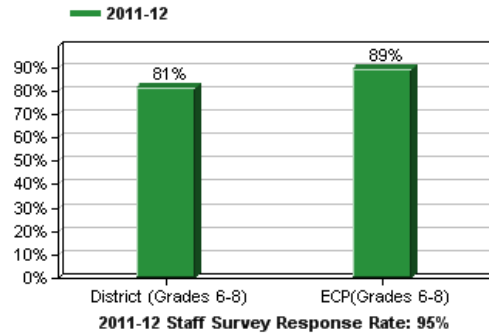


Survey - Success

Plan to go to college after high schools-Very/Pretty Much True



School promotes academic success. ___% Agree/Strongly Agree



School Data

- The vast majority of students who enter critically below grade-level remain so three years later.

Data Analysis

- Targeted reading intervention can accelerate a student's grade level reading growth.
- A "sheltered" environment can be used to disrupt levels of low achievement.

Theory of Action

- Build knowledge of career options and requirements through CS apprenticeship program.
- Identify, teach, and support the development of "soft" 21st century skills for the college readiness and the world of work.
- Design and implement a sheltered cohort for academically stuck students

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement an RtI framework.					4/4/2013	221SQ1D2028	Schedule embedded acceleration courses (i.e. RiseUp) to remediate skill gaps and push high-achievers forwards	N/A			0	\$0.00
Implement an RtI framework.					4/4/2013	221SQ1D2030	Employ academic mentors from OFCY transitions grant	N/A			0	\$0.00
Employ a rich Extended Learning Time program.					3/27/2012	221SQ1D2031	Partner with Citizen Schools to bring apprenticeships to students	N/A			0	\$0.00
Implement an extensive High School options process with 8th Graders					3/27/2012	221SQ1D2032	Field trips to potential high schools	N/A			0	\$0.00
Implement an extensive High School options process with 8th Graders					3/27/2012	221SQ1D2033	Partner with Better Chance to support private school options	N/A			0	\$0.00
Participate in Blended Learning Pilot					3/27/2012	221SQ1D2034	Create opportunities for students to utilize On-line Learning Platforms to remediate skill gaps and accelerate learning	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

School Data

- In the last three years of Focal 15 work, we've found that these focal students have accelerated achievement at a greater rate.
- Our API for African American students has been at or above the state's API for African American students.

Data Analysis

- Focus, attention, and data-based interventions produce results.

Theory of Action

- We will accelerate student achievement through a variety of data-based targeted approaches that in particular use Focal 15 and Academic Language and Literacy tools to accelerate students reading below grade level.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support GATE Identified students with GATE-specific advisory courses designed to support their unique needs and reflect their gifts.	Grades/GPA	GATE	End of Year	Principal	5/23/2013	221SQ1E6154	Create GATE-Specific advising and support program designed to meet these students needs.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

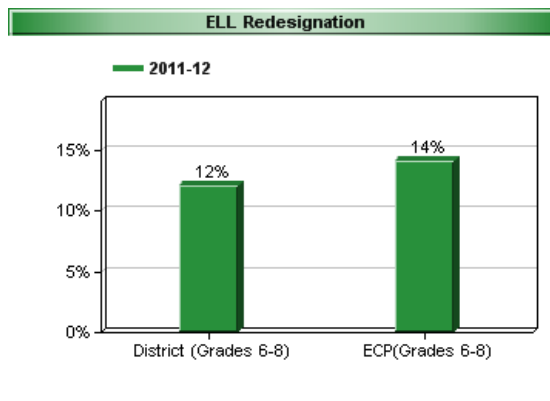
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

School Quality Standards relevant to this Strategic Priority

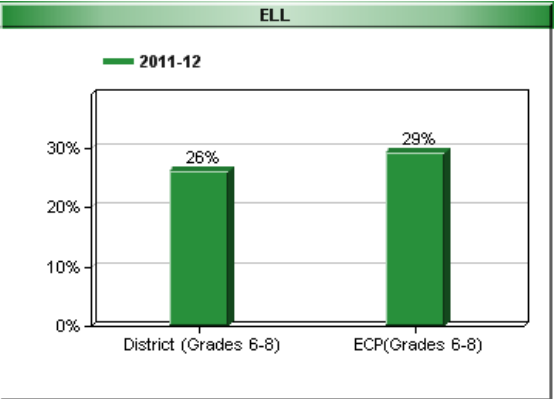
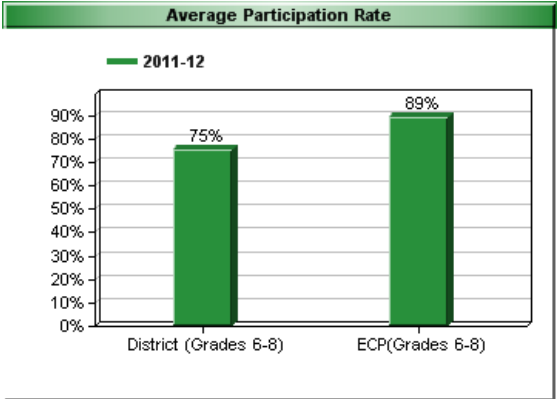
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

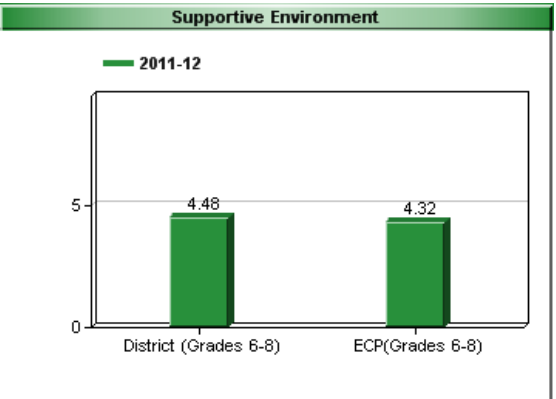
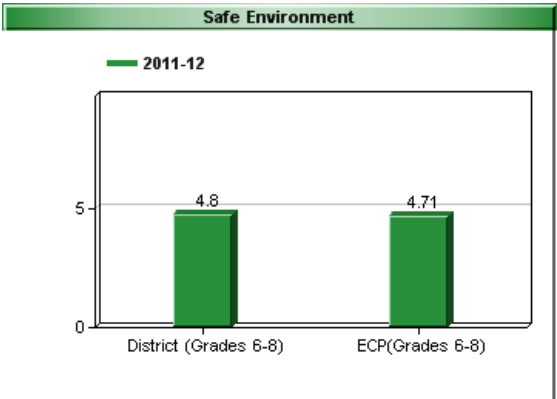
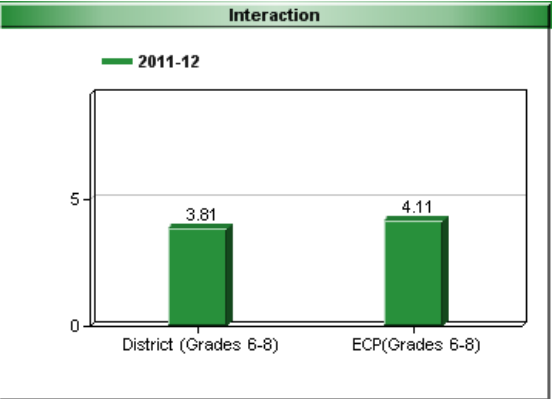
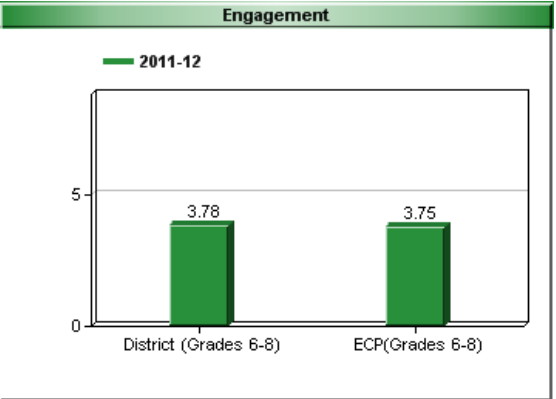
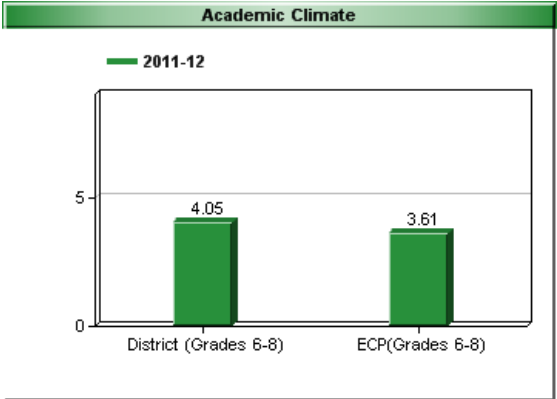
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



School Data

- 100% of 6th and 7th graders currently in extended day.

Theory of Action

- We are committed to being a Full Service Community School by providing an extensive and mandatory extended day program that combines academic acceleration and enrichment activities for all students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement a rich, varied Extended Learning Time program					5/20/2013	221SQ11F2045	Partner with Citizen Schools (CS) to implement apprenticeships, HW support, and blended learning	N/A			0	\$0.00
Implement a rich, varied Extended Learning Time program					5/20/2013	221SQ11F2047	Partner with a wide-variety of community partners to supplement CS services	N/A			0	\$0.00
Implement a rich, varied Extended Learning Time program					5/20/2013	221SQ11F2052	Employ a TSA to manage and oversee Extended Learning Time program and activities	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: Reduce mutual combat and other forms of physical altercations by 10 percent.

- Strategy 1.1: Implement conflict mediation and restorative justice practices to resolve conflicts after incidents occur, and as a way of intervening early to avoid escalation to physical violence.
- Strategy 1.2: Train students in conflict mediation practices so that practices become part of the student culture as well.

Goal 2: Decrease instances of bully-related behaviors: name-calling, teasing, threatening.

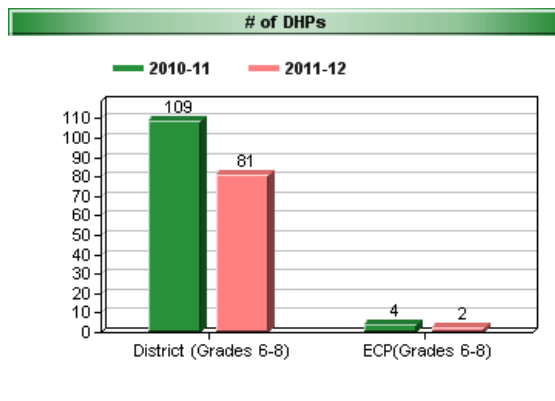
- Strategy 2.1: Implement anti-bullying (and other forms of SEL curriculum) in advisory.
- Strategy 2.2: Build off the Bully Project movie field trip to develop an information campaign around bullying.

School Quality Standards relevant to this Strategic Priority

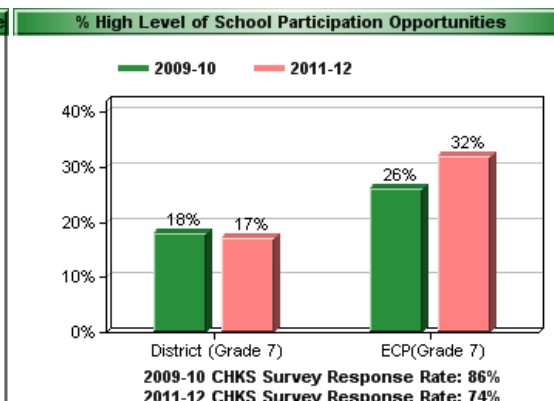
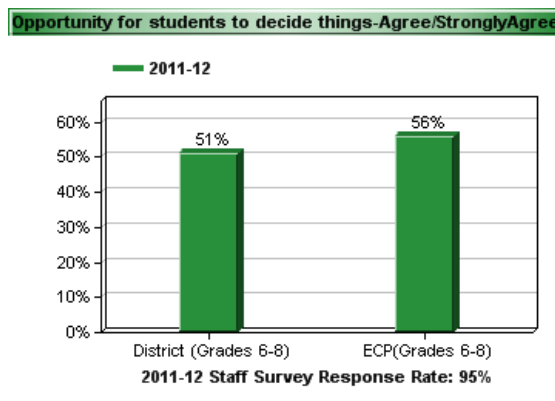
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

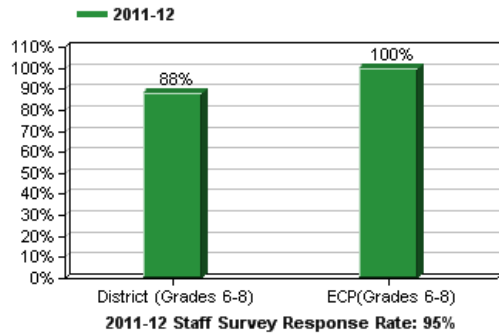


Survey - Engagement

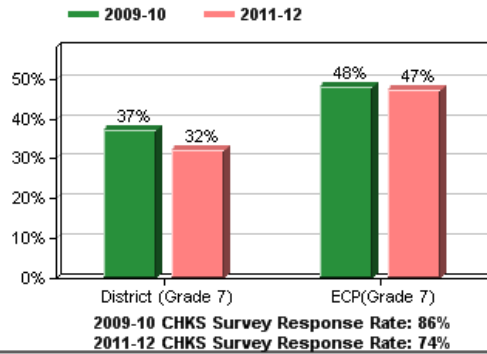


Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

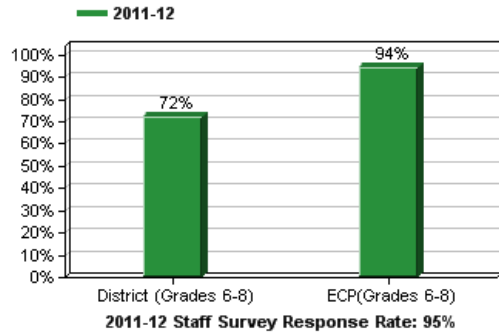


% High Level of Caring Relationships with Adults at School

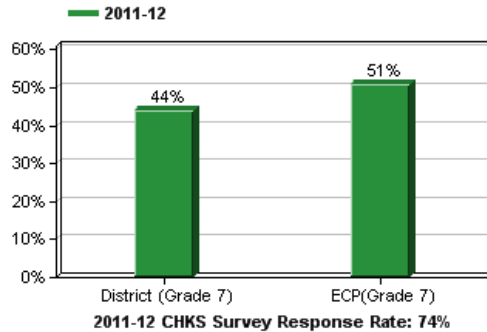


Survey - Safety

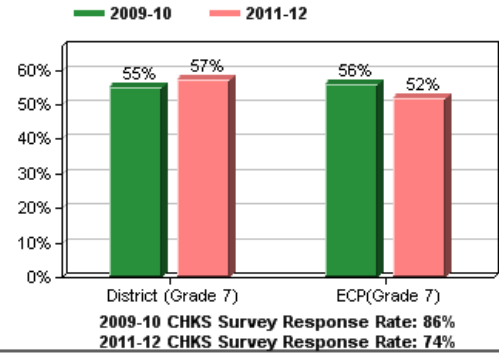
This school is a safe place for students.%Agree/Strongly Agree



Bullied for more than once on school property.

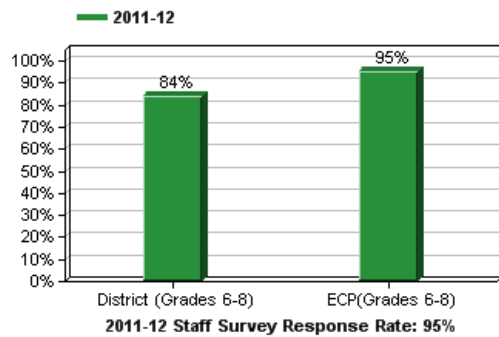


% Feeling Safe/Very Safe at School



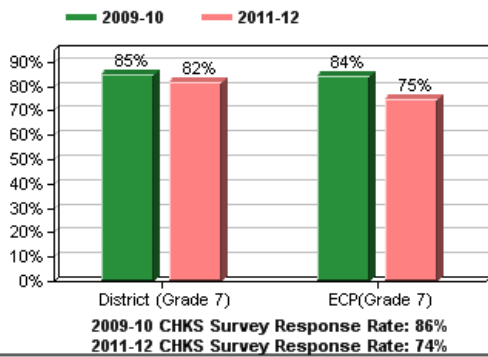
Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree

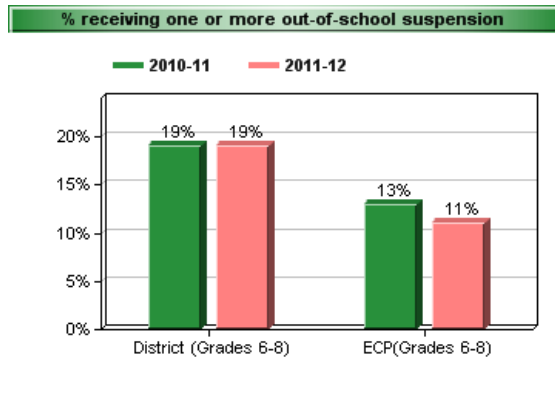


Survey- Beliefs

Teacher wants me to do my best. % Very/Pretty much true



Suspensions



Data Analysis

- These data show that ECP has significant positive school culture indicators, with work left to done. As we reduce the impact of suspensions and DHPs, we need to focus on Tier I interventions and approaches to foster greater relationship building.

Theory of Action

- We believe that positive school culture emanates from a focus on academics and instruction. Our school culture IS an academic culture. As we build increased focus on academic success, we foster in students the identity of a scholar.
- As a school, we operationalize this identity through the acronym P.R.E.P. in Elmhurst Community Prep (Prepared Respectful Engaged Professional).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Building beautification to create a warm, welcoming environment for students and families					5/15/2013	221SQI2A2048	Expand and maintain the garden	N/A			0	\$0.00
Building beautification to create a warm, welcoming environment for students and families					5/15/2013	221SQI2A2049	Maintain public celebrations of student work and success	N/A			0	\$0.00
Building beautification to create a warm, welcoming environment for students and families					5/15/2013	221SQI2A2050	Capital improvements	N/A			0	\$0.00
Site-based initiatives designed to create and maintain positive school culture.					4/14/2013	221SQI2A2054	Work with .5 conflict mediator as part of larger OUSD restorative justice initiative	N/A			0	\$0.00
Site-based initiatives designed to create and maintain positive school culture.					4/14/2013	221SQI2A2055	Train student conflict mediators to support their peers in peaceful dispute resolution	N/A			0	\$0.00
Site-based initiatives designed to create and maintain positive school culture.	Suspension	All Students	Monthly	Grade level team	4/14/2013	221SQI2A2057	Provide PD in Tier I Restorative Justice practices to be implemented in advisory courses.	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$1,520.42
Site-based initiatives designed to create and maintain positive school culture.					4/14/2013	221SQI2A2059	Implement academic mentors under OFCY transitions grant	N/A			0	\$0.00
Site-based initiatives designed to create and maintain positive school culture.	Discipline/CSC	All Students	Monthly	Principal	4/14/2013	221SQI2A4380	Purchase supplies to support positive school culture	7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	\$3,037.69
Connect families and community to critical school initiatives.	Other (OCR, etc)	All Students	Every Semester	Other	4/14/2013	221SQI2A2063	Employ a full-time Family Resource Center director	N/A			0	\$0.00
Connect families and community to critical school initiatives.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/14/2013	221SQI2A2065	Host a variety of Family Events, including 2 SLCs, student EXPO, Family Reading/ Science Night	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,951.30

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

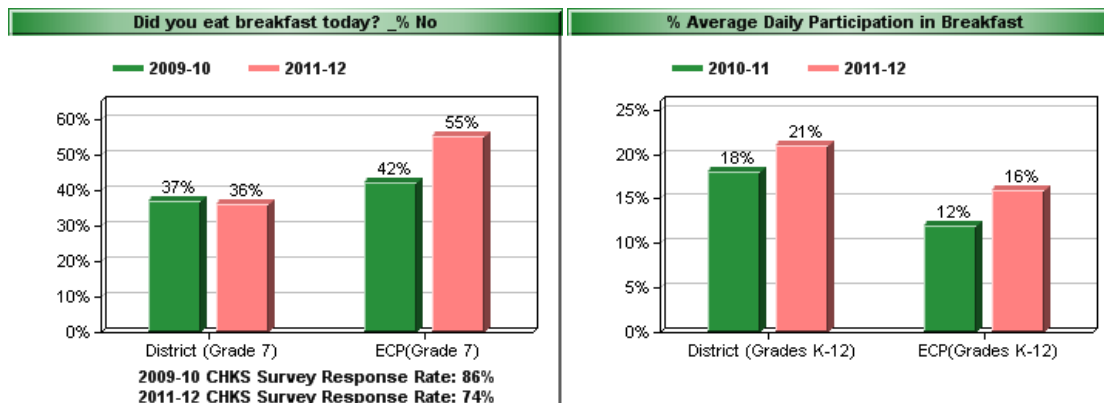
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

School Quality Standards relevant to this Strategic Priority

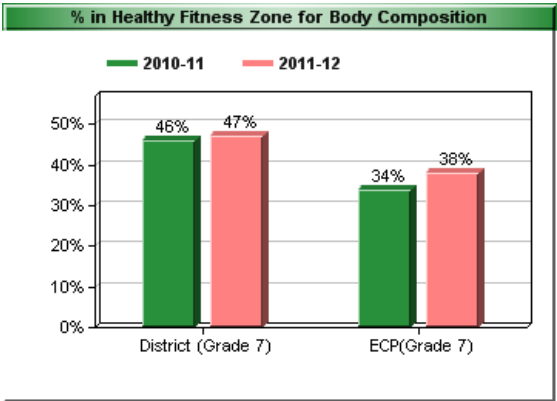
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

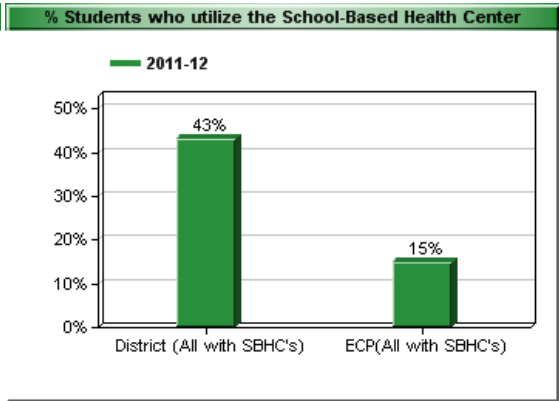
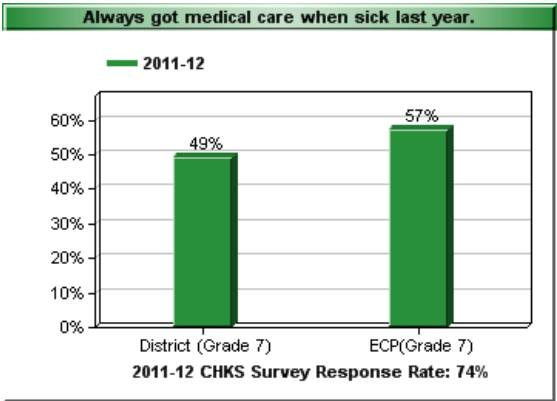
Breakfast



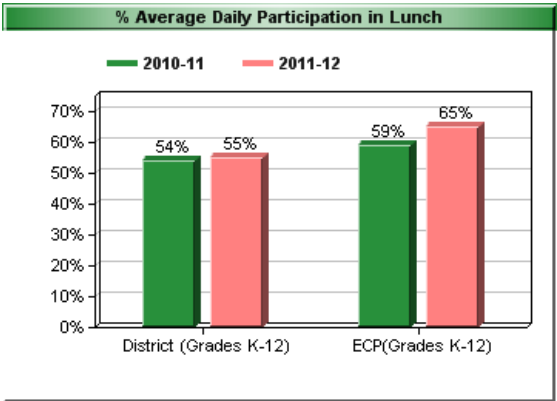
Fitness



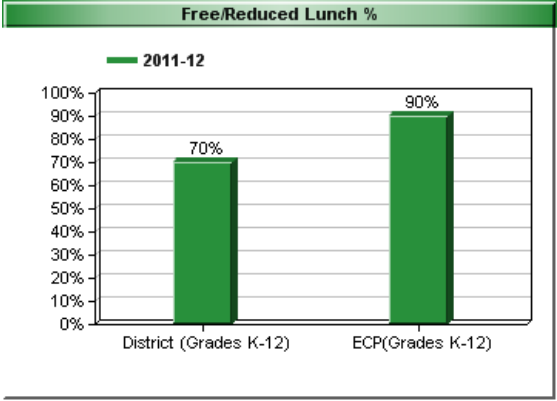
Health Access



Lunch

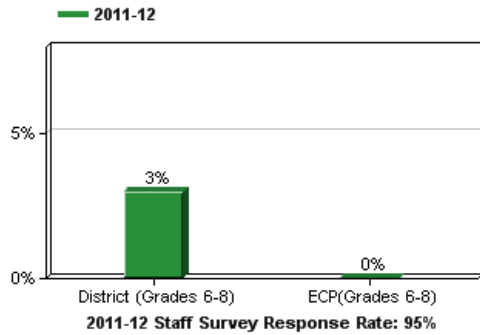


Socio Economics

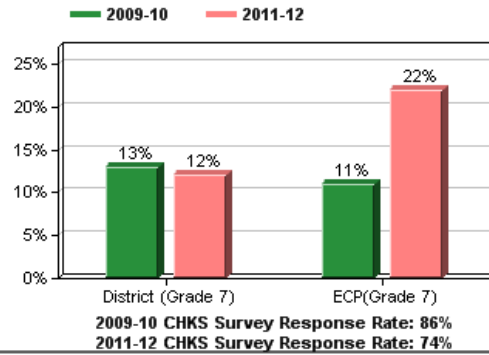


Survey - Drugs / Alcohol

Student alcohol&drug use is a severe problem at this school.

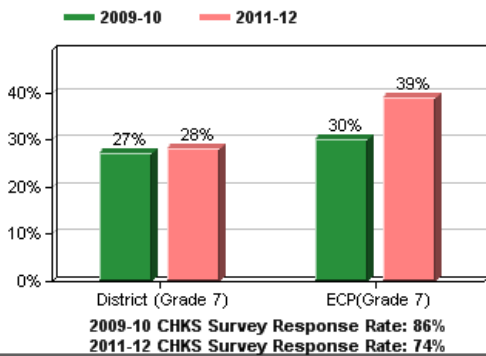


of days of alcohol use during past 30 days: one day or more



Survey - Mental Health

feeling sad or hopeless almost every day for 2 weeks or more



Data Analysis

- There continue to be positive trends in these data, many of them associated with our school-based health center. The spike in students self-reporting drug and alcohol use is disturbing, and bears closer examination.

Theory of Action

- Numerous kids attend school in the after-shocks of violence and in ill-health. Violence and ill-health destabilize lives and relationships, undermines security, and provides yet another barrier to learning.
- As a part of our FSCS efforts, we must continue to embed services that mediate the effects of violence and ill-health on student performance.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We continue to move toward becoming a robust, Full Service Community School.	Attendance	All Students	Monthly	Attendance Team	5/6/2013	221SQI2B2218	Opening an on-site Health Center	N/A			0	\$0.00
We continue to move toward becoming a robust, Full Service Community School.	Survey data (CHKS, etc.)	All Students	Every Other Week	Principal	5/6/2013	221SQI2B2219	Clarifying the role and deliverables of the FSCS manager, to fully realize the strategic plan at the Elmhurst Campus.	N/A			0	\$0.00
We continue to move toward becoming a robust, Full Service Community School.	Other (OCR, etc)	Ethnicity	Every Other Week	Other	5/6/2013	221SQI2B2220	Partnering with Seneca Center to provide mental health and counseling services to students and families	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

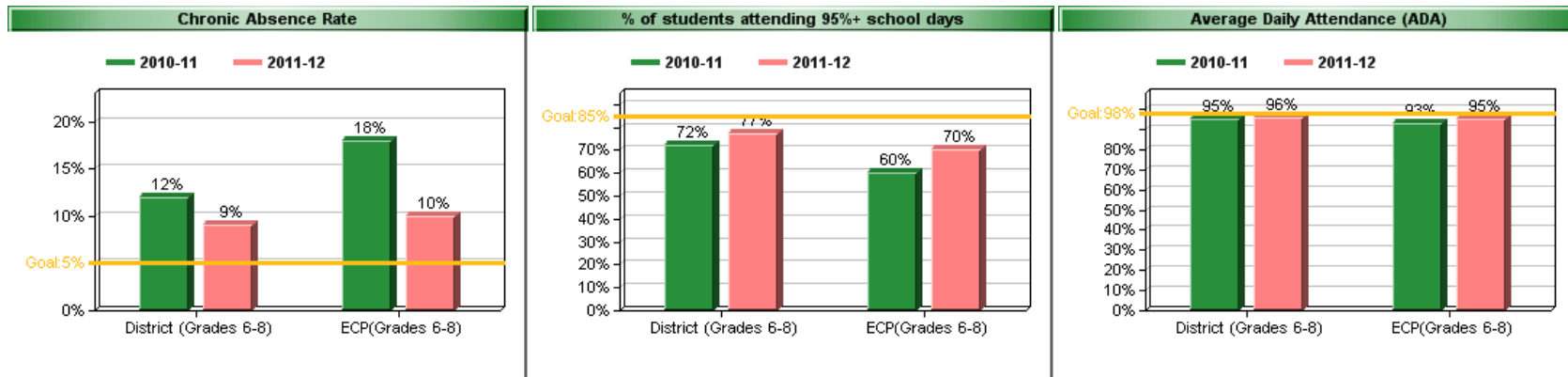
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)

School Quality Standards relevant to this Strategic Priority

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future



Data Analysis

- The time and attention we have committed to communicating with families around the importance of attendance are bearing fruit. Interim data show a continued strong upward trajectory.

Theory of Action

- Chronic absenteeism is a strong predictor for student who drop out of high school; we see it as our imperative to intervene.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reduce chronic absences to meet the district goal of 5% and improve ADA to 96%.					3/28/2012	221SQI2C2221	Employ a bilingual clerk to communicate with families around attendance	N/A			0	\$0.00
Reduce chronic absences to meet the district goal of 5% and improve ADA to 96%.					3/28/2012	221SQI2C2222	Implement site-based rewards around perfect and improved attendance	N/A			0	\$0.00
Reduce chronic absences to meet the district goal of 5% and improve ADA to 96%.					3/28/2012	221SQI2C2223	Completing the SART and SARB process for students as needed	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

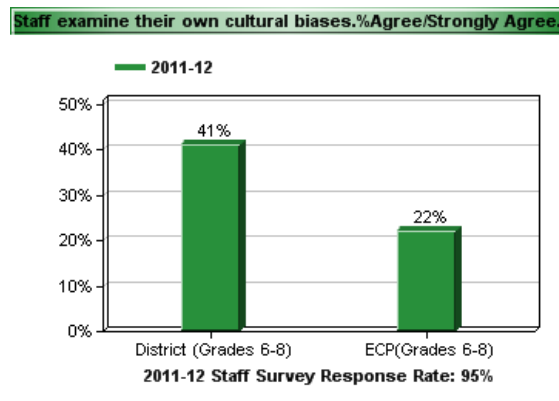
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

Survey - Professional Learning



School Data

- All teachers at ECP believes that PD is important to improving our ability to meet student needs.

Data Analysis

- PD must both provide strategies and give teachers time to collaborate.

Theory of Action

- ECP believes in the power of using our own staff PLCs as resources for our own learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Maximize site-based professional development time to build teacher capacity, increase rigor in classrooms, and build relationships among staff.					5/10/2012	221SQI3A2224	Unify ILT and Coach teams to promote a vision-driven instructional leadership team	N/A			0	\$0.00
Maximize site-based professional development time to build teacher capacity, increase rigor in classrooms, and build relationships among staff.					5/10/2012	221SQI3A2225	Align PD with key site and network goals	N/A			0	\$0.00
Maximize site-based professional development time to build teacher capacity, increase rigor in classrooms, and build relationships among staff.					5/10/2012	221SQI3A2226	Utilize time to coordinate planning for embedded acceleration programs	N/A			0	\$0.00
Maximize site-based professional development time to build teacher capacity, increase rigor in classrooms, and build relationships among staff.					5/10/2012	221SQI3A2227	Utilize coaches to lead conversations around data-driven instruction and school-wide and network focus goals	N/A			0	\$0.00
Maximize site-based professional development time to build teacher capacity, increase rigor in classrooms, and build relationships among staff.					5/10/2012	221SQI3A4387	Fund staff retreats and other professional development	N/A			0	\$0.00
Maximize site-based professional development time to build teacher capacity, increase rigor in classrooms, and build relationships among staff.					5/10/2012	221SQI3A4389	Pay teachers for extra time for professional development and collaboration	N/A			0	\$0.00
Maximize site-based professional development time to build teacher capacity, increase rigor in classrooms, and build relationships among staff.					5/10/2012	221SQI3A4390	Pay administrative team for additional work days added to the year for planning and collaboration	N/A			0	\$0.00
Maximize site-based professional development time to build teacher capacity, increase rigor in classrooms, and build relationships among staff.					5/10/2012	221SQI3A4391	Contract with National Equity Project to support work with Focal 15, support effective coaching practices, and support leadership development	N/A			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

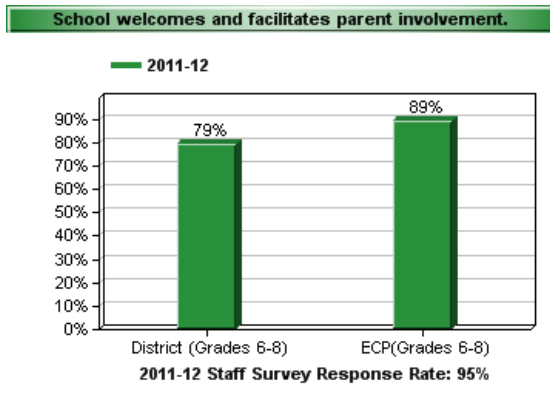
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

Survey - Welcoming



School Data

- 90% of families attend Student Led Conferences

Data Analysis

- When we ask families to participate meaningfully in their student's learning, they are eager to participate.

Theory of Action

- ECP believes that families are integral partners in developing academically successful students on a positive life trajectory.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
As part of a Full Service Community School, engage families in the core functions and key outcomes of the school to improve student outcomes and readiness for A-G coursework and the Common Core.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	5/6/2013	221SQI4A2228	Target the work of the Family Engagement Director maximize community needs and assesses.	N/A			0	\$0.00
As part of a Full Service Community School, engage families in the core functions and key outcomes of the school to improve student outcomes and readiness for A-G coursework and the Common Core.	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	5/6/2013	221SQI4A2229	Hold monthly family events at the school including Student Led Conferences and Student Work Expo	N/A			0	\$0.00
As part of a Full Service Community School, engage families in the core functions and key outcomes of the school to improve student outcomes and readiness for A-G coursework and the Common Core.	Survey data (CHKS, etc.)	All Students	Every Semester	Leadership Team	5/6/2013	221SQI4A2230	Create volunteer opportunities for families, both within the school day and for special events	N/A			0	\$0.00
As part of a Full Service Community School, engage families in the core functions and key outcomes of the school to improve student outcomes and readiness for A-G coursework and the Common Core.	Grades/GPA	All Students	Every Semester	Leadership Team	5/6/2013	221SQI4A2231	Communicate regularly with families through weekly progress report newsletters and auto-dialer messages	N/A			0	\$0.00
As part of a Full Service Community School, engage families in the core functions and key outcomes of the school to improve student outcomes and readiness for A-G coursework and the Common Core.					5/6/2013	221SQI4A4381	Cater parent events.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Elmhurst Community Prep

Principal: KILIAN BETLACH

From OUSD Strategic Plan:

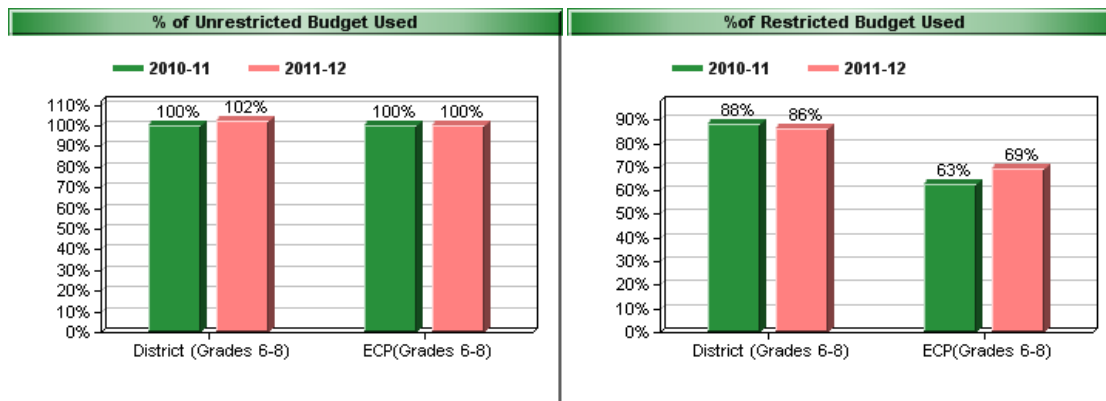
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

School Quality Standards relevant to this Strategic Priority

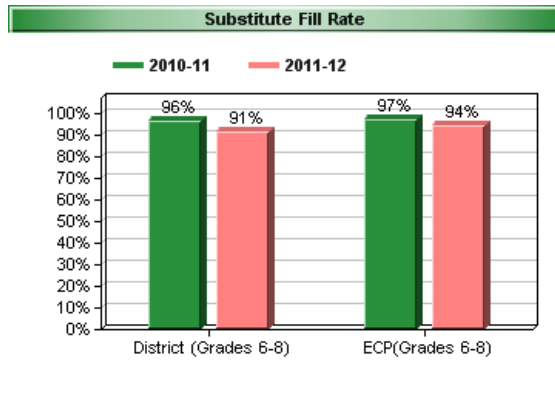
A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

Budget



Sub Fill Rate



Data Analysis

- As our leadership changes, we work to meet our balanced scorecard goals of spending +/- 1% of total budget. As we transition from the SIG, the expenditure of restricted funds will increase.

Theory of Action



- ECP believes that strong systems are integral to distributing leadership, ensuring that school runs smoothly, and that we make decisions based on data.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Budget decisions are student-based and research-focused.					5/15/2013	221SQI5A2233	Continue to align budgetary expenditures with site goals	N/A			0	\$0.00

State & Federal Preliminary and Final Budget

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs:

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$68,047.81	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$40,105.69	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$108,153.50	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$82,159.90	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,951.30	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$84,111.20	

Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

ASSURANCES
2013-2014

School Site: Elmhurst Community Prep
Site Number: 221

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on January 8, 2013 and April 23, 2013
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Yolanda Magana

SSC Chairperson's Signature

SSC Chairperson's Name (printed)

5-7-13
Date

N/A

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date

Principal Signature

Kilian J. Betlach
Principal's Name (printed)

5/6/13
Date

Executive Officer's Signature

Kimi Kean
Executive Officer's Name (printed)

5-15-13
Date

Director, State & Federal Compliance Signature

Susana Ramirez
Director, State & Federal's Name (printed)

6/5/13
Date

School Site Council Membership Roster – Middle School

School Name: Elmhurst Community Prep **School Year** 2012-2013

Chairperson : Yolanda Magana	Vice Chairperson: Ms. Wiggins
Secretary: Ditisha Law-White	<u>DAC Representative:</u> Ms. Gomez

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Nicole Wiggins					X	
Kilian Betlach		X				
Mara Flores			X			
Aimee Duquette			X			
Shari Genauraux			X			
Joe Truss			X			
Yolanda Magana					X	
Maria Gomez					X	
Disisha Law-White					X	
Gloria Richard					X	
Nancy Gomez				X		
Sandra Alvara					X	
DAC Representative						
Maria Gomez					X	
Home Ph.	Email:					

Meeting Schedule	All meetings are at 5:30pm in the Family Center.
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October 23, 2011	February 21, 2011
November 27, 2011	March 19 2011
December 18, 2011	April 24, 2011
January 22, 2011	May 27, 2011

SSC Legal Requirements:

- 1 Members **MUST** be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 **Students are not required to be members of the Middle School SSC**
- 5 Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

6-Parent /Community
Or
3 –Parent/Community
And 3 - students

Title I School Parental Involvement Policy 2012 - 2013

Involvement of Parents in the Title I Program

Elmhurst Community Prep agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Elmhurst Community Prep engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
 - The school will hold annual Title 1 meeting
 - The school will facilitate Student Lead Conferences (SLC) and guide students and parents to maximize the SLC time
 - The school will organize, encourage, and facilitate the functioning of an School Site Committee (SSC)
 - The school will provide PD for teaching on promoting high levels of parent involvement, in accordance with the above, and the school-wide plan
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - a) The State of California's academic content standards
 - b) The State of California's student academic achievement standards
 - c) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - d) Academic proficiency levels students are expected to achieve
 - e) The requirements of the Title 1 Program
 - f) How to monitor their child's progress

- The school will distribute copies of the School Parental Involvement Policy to all students during the first week of school, and upon registration thereafter
 - The school will make copies of the School Parental Involvement Policy available in the main office
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- The school will fund a Director of Family Engagement position
 - In accordance with school leadership, the Director of Family Engagement will seek out and distribute materials to assist families, lead trainings, and recruit other groups to lead trainings as needed.
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Incorporate Family Engagement as a core value of the school
 - Build structures that require regular home-school communication such as Student Led Conferences (SLCs) each semester, and weekly progress reports
 - Work with Director of Family Engagement to ensure that communication between the home and school is optimized
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
- The school will calculate and distribute weekly progress reports to students to inform parents of the extent of student readiness for learning and academic work as mediated through conduct, supplies, and homework
 - The school will require progress reports to be signed and returned weekly, and will follow-up individually with the parents of students who do not return signed progress reports
 - The school will hold Student Lead Conferences (SLCs) at the end of each marking period to inform parents of student progress and ensure parents receive accurate and timely information about student academic performance
 - The school will utilize advisory periods to ensure that all students are fully prepared to lead an effective SLC with their parents
 - The school will provide all students with agendas to facilitate home-school communication around homework and specific assignments
 - The school will communicate both formally and informally regarding the academic progress of individual students, using letters, newsletters, and phone calls to keep parents of participating students fully informed
- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- Utilize auto-dialer (translated into Spanish) to communicate to all families

- Provide written information in both English and Spanish
 - Employ bi-lingual and bi-literate employees in the main office
- 7) Provides support, during regular meetings, for parental activities requested by Title I Program parents.
- Solicit feedback and approval from the SSC around potential changes and work to implement those changes as necessary and appropriate
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

- 1) Elmhurst Community Prep will convene an annual Title I meeting to inform parents of the following:
- That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan

School-Parent Compact

Elmhurst Community Prep has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

School – Parent Compact

Elmhurst Community Prep and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2012-2013 school year.

School Responsibilities – Elmhurst Community Prep will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

The school will provide a standards-based curriculum for all students and intervention and support for students who need extra support..

2) Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement.

Families will attend Student Led Conferences in October and March and a Student Work Expo in June.

3) Provide parents with frequent reports on their children's progress.

Teachers send home weekly progress reports that give basic information on student skills.

Teachers also send home regular grade reports to update families on the progress of the child.

4) Provide parents reasonable access to staff.

In addition to the avenues listed above, families may make appointments to speak with individual teachers during prep periods or after school

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Families are encouraged to volunteer and help for many of our school and family events. In addition, families may help in our salad bar at lunch or other school day activities. Families may make arrangements to visit classrooms as needed.

Parent Responsibilities –

We, as parents will support our children's learning in the following ways:

Describe the ways in which parents will support their children's learning, such as:

- *Monitor attendance*
- *Make sure homework is completed*
- *Sign the Weekly Progress Report*
- *Attend Student Led Conferences*
- *Monitoring amount of television viewing time*
- *Promoting positive use of child's out of school time*

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

Describe the ways in which students will support their academic achievement, such as:

- *Do my homework every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*

Convenio entre Escuela y Padres

Elmhurst Community Prep y los padres de los estudiantes convienen que este convenio delinea como los padres, todo el personal escolar, y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico del estudiante y los medios por los cuales la escuela y los padres van a crear y desarrollar una sociedad que le ayude a los niños a lograr los altos estándares académicos del Estado de California.

Este Convenio Entre Escuela y padres está en efecto durante el año escolar Elmhurst Community Prep.

Responsabilidades de la Escuela – (nombre de la escuela) va a:

1) Proveer un currículo e instrucción de alta calidad en un ambiente de aprendizaje que provea apoyo y sea efectivo que le permita a los estudiantes participantes satisfacer los estándares de rendimiento del Estado de California para Estudiantes de la manera siguiente:

Describe como la escuela va a proveer currículo e instrucción de alta calidad, y hacerlo en un ambiente de aprendizaje que provea apoyo y sea efectivo.

2.) Llevar a cabo conferencias entre padres-maestros (por lo menos anualmente en las escuelas primarias) durante las cuales se discutirá éste convenio en lo que se relaciona con el rendimiento individual del niño.

Describe cuando se llevará a cabo la conferencia entre padre-maestro

3.) Déle a los padres con reportes frecuentes del progreso de sus niños.

Describe cuando y como le dará la escuela reportes a los padres

4.) Proveer a los padres con un acceso razonable a los maestros.

Describe cuando, donde y como el personal estará disponible para consultas con los padres.

5.) Proveer a los padres con oportunidades para ser voluntarios y participar en la clase de su hijo, y observar las actividades del salón.

Describe como y cuando los padres pueden ser voluntarios, participar y observar las actividades del salón.

Responsabilidad de los Padres –

Nosotros, como padres apoyaremos el aprendizaje de nuestros niños en las formas siguientes:

Describe las formas en las cuales los padres apoyarán el aprendizaje de sus niños tales como:

- *Monitorear asistencia*
- *Asegurarse que la tarea esté completa*
- *Firmar el Informe de Progreso Semanal*
- *Asista a las conferencias dirigidas por estudiantes*
- *Monitorear la cantidad de tiempo que se vea televisión*
- *Promover el uso positivo del tiempo fuera de clases.*

Responsabilidades del Estudiante –

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar el rendimiento académico y lograr los estándares académicos del Estado de California. Nosotros:

Describe las formas en las cuales los estudiantes apoyarán su rendimiento académico, tales como:

- *Haremos la tarea cada día*
- *Pedir ayuda cuando lo necesite*
- *Leer por lo menos 30 minutos cada día fuera de la escuela.*

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by meetings on:

9.25.12	1.22.13	5.21.13
10.23.12	2.19.13	
12.4.12	4.23.13	

This policy was adopted by the (name of school) School Site Council on 9.25.12 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 10.1.12. It will be made available to the local community on or before 10.1.12. Elmhurst Community Prep's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

(principal's signature)

9.25.12

(date)

Elmhurst Community Prep School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.

- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20__.

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	<p>1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.</p> <p>* As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".</p>	<p>Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in Reading/Language Arts/ELD. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and English learners. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with reading difficulties, students with disabilities, and advanced learners. Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education plan (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are _____ assessed, _____ placed, and _____ provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: <u>350</u> All Students <u>115</u> English Learners <u>39</u> Students with disabilities</p> <p>Appropriate Use Identify all that apply: <input type="checkbox"/> Core materials are used daily as designed. <input type="checkbox"/> Ancillary materials are used daily as designed.</p>		
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	<p>1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified English learner student.</p> <p>*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current”.</p>	<p>Full implementation means that English learners are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption the materials from the previous SBE-approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students.</p> <ul style="list-style-type: none"> Students are appropriately placed into ELD using CELDT and all available English proficiency measures. Students at CELDT proficiency levels 1-3 need at least a separate ELD course, using current ELD materials focused on building English language skills through SBE-adopted materials. Students performing at California English Language Development Test (CELDT) Levels 4 and 5 (Early Advanced and Advanced) may not need separate ELD courses, but should be in a Reading/Language Arts course that has specifically designated materials and/or strategies, which focus on building English language skills for mastery of content standards. For districts using the 2008 SBE-adopted Reading/Language Arts/ELD: <ul style="list-style-type: none"> At all grade levels, teachers use the ELD components of the 2008 SBE-adopted Reading/Language Arts/ELD program (Programs 2 and 3). For districts/sites adopting only Program 1, teachers use the ELD materials from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials). 	Objective	Fully	Substantially	Partially	Minimally
1.2				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;">Key Components</p> <p><u>Appropriate Instructional Program Materials</u> All English learner students are ___assessed, ___placed, and ___provided appropriate SBE-adopted or SBE-approved instructional program materials.</p> <p>If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:</p> <p><u>Appropriate Use</u> __x__ Materials/ ELD components are used daily as designed.</p>							

Academic Program Survey—Middle School Level

		<ul style="list-style-type: none"> For districts using the 2002 SBE-adopted Reading/Language Arts/ELD: <ul style="list-style-type: none"> Teachers use the ELD materials from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials). 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Purchase Date:			
School Distribution Date:			
Classroom Distribution Date:			
Attach publisher PO documentation for sets of classroom core materials.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	<p>1.3 The school/district provides the current* SBE-adopted Reading/Language Arts intensive intervention programs and materials in grades 6-8. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.</p> <p>*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades 6-8, including English learners and students with disabilities, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p>Key Components</p> <p>Appropriate Instructional Program Materials Students are _____ assessed, _____ placed and _____ provided appropriate SBE-adopted intensive intervention program and materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 6 ___ Gr. 7 ___ Gr. 8 ___ All Intensive EL's Gr. 6 <u>43</u> Gr. 7 <u>34</u> Gr. 8 <u>38</u> All Intensive SWD's Gr. 6 <u>14</u> Gr. 7 <u>16</u> Gr. 8 <u>9</u></p> <table border="1" data-bbox="1388 760 2028 992"> <thead> <tr> <th colspan="4">Number/% Provided SBE Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Intensive EL's</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Intensive SWD's</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>Appropriate Use <u> x </u> Materials are used daily as designed</p>								Number/% Provided SBE Intensive Intervention					Grade 6	Grade 7	Grade 8	All Intensive learners	100%	100%	100%	Intensive EL's	100%	100%	100%	Intensive SWD's	100%	100%	100%
Number/% Provided SBE Intensive Intervention																											
	Grade 6	Grade 7	Grade 8																								
All Intensive learners	100%	100%	100%																								
Intensive EL's	100%	100%	100%																								
Intensive SWD's	100%	100%	100%																								
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		Reading/Language Arts/ELD																									
District Purchase Date:																											
School Distribution Date:																											
Classroom Distribution Date:																											
Attach publisher PO documentation for sets of classroom core materials.																											

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	<p>1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.</p> <p>* As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current”.</p>	<p>Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with mathematics difficulties, students with disabilities, and advanced learners. Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
Appropriate Instructional Program Materials							
All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials.							
Number of Students:							
___350___ All Students							
___115___ English Learners							
___39___ Students with disabilities							
Appropriate Use							
Identify all that apply:							
___x___ Core materials are used daily as designed.							
___x___ Ancillary materials are used daily as designed.							
Documentation			Additional Comments				
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	<p>1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades 6-7. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.</p> <p>For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all identified intensive intervention students in grades 6-7, including English learners and students with disabilities, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <ul style="list-style-type: none"> For mathematics, grades 4-7, the 2008 SBE-adopted intensive intervention materials are not designed as a curriculum to replace core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials Students are ___ assessed and ___ provided appropriate SBE-adopted mathematics intervention materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 6 <u>57</u> Gr. 7 <u>50</u> All Intensive EL's Gr. 6 <u>43</u> Gr. 7 <u>34</u> All Intensive SWD's Gr. 6 <u>14</u> Gr. 7 <u>16</u></p> <p>Appropriate Use ___x___ Materials are used daily as designed.</p>				
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.											
1. Instructional Program	<p>1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified intensive intervention students in grade 8 needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.</p> <p>For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students in grade 8, including English learners, students with disabilities, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.</p> <ul style="list-style-type: none"> The Algebra Readiness program is a one period, stand-alone, intervention program to prepare students to enter into a grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. Some students with disabilities placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	Objective	Fully	Substantially	Partially	Minimally							
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%							
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 8 <u>47</u> All Intensive EL's Gr. 8 <u>38</u> All Intensive SWD's Gr. 8 <u>9</u></p> <table border="1" data-bbox="1388 824 2028 987"> <thead> <tr> <th colspan="2">Number Provided SBE Algebra Readiness</th> </tr> <tr> <th colspan="2">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td align="center">25</td> </tr> <tr> <td>English Learners</td> <td align="center">16</td> </tr> <tr> <td>Students with disabilities</td> <td align="center">9</td> </tr> </tbody> </table> <p>Appropriate Use __x__ Materials are used daily as designed.</p>					Number Provided SBE Algebra Readiness		Grade 8		Total Students	25	English Learners
Number Provided SBE Algebra Readiness														
Grade 8														
Total Students	25													
English Learners	16													
Students with disabilities	9													
Documentation		Additional Comments												
Mathematics														
District Purchase Date:														
School Distribution Date:														
Classroom Distribution Date:														
Attach publisher PO documentation for sets of classroom core materials.														

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.1 Through the school’s master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for Reading/Language Arts/ELD. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 1.0 and up to 2.0 hours (or up to two periods) 	Full implementation means that the school’s master schedule allocates for all Reading/Language Arts/ELD classrooms the appropriate daily instructional time in the current SBE-adopted Reading/Language Arts/ELD basic core materials**. This provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and protected from interruptions. <p>** Note for the 2008 SBE-adopted R/LA/ELD, this means Programs 1,2 or 3.</p>	Objective	Fully	Substantially	Partially	Minimally																				
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p style="text-align: center;">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time ___x___Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1388 704 2028 1016"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>English learners</td> <td>120</td> <td>90</td> <td>90</td> </tr> <tr> <td>Students with disabilities</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students	60	60	60	English learners	120	90	90	Students with disabilities	60	60	60
Number of instructional minutes at each grade level																											
	Grade 6	Grade 7	Grade 8																								
All students	60	60	60																								
English learners	120	90	90																								
Students with disabilities	60	60	60																								
Documentation		Additional Comments																									
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District Instructional Regulations:																											
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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	<p>2.2 Through the school’s master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> Grades 6-8: 30-45 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. 	<p>Full implementation means that the school’s master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified in need of strategic support are defined as students demonstrating proficiency in Reading/English-language arts standards no more than two years below grade level. Strategic learners are assessed and require additional instructional time beyond the core. <ul style="list-style-type: none"> For high priority strategic students, the support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade level course. <p>Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core English-language arts classroom.</p> <ul style="list-style-type: none"> The SBE-basic core adopted materials and the core 	Objective	Fully	Substantially	Partially	Minimally																				
2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time _____Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of HP strategic periods) offered at each grade level:</p> <table border="1" data-bbox="1388 764 2024 1146"> <thead> <tr> <th colspan="4">Number of students at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>21</td> <td>25</td> <td>25</td> </tr> <tr> <td>All HP Strategic</td> <td>21</td> <td>25</td> <td>25</td> </tr> <tr> <td># of HP Strategic provided additional 30-45 minutes or a support period</td> <td>21</td> <td>25</td> <td>25</td> </tr> </tbody> </table>			Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	21	25	25	All HP Strategic	21	25	25	# of HP Strategic provided additional 30-45 minutes or a support period	21	25	25
Number of students at each grade level																											
	Grade 6	Grade 7	Grade 8																								
All Strategic	21	25	25																								
All HP Strategic	21	25	25																								
# of HP Strategic provided additional 30-45 minutes or a support period	21	25	25																								

Academic Program Survey—Middle School Level

		<p>ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</p>	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th style="width:60%;"></th> <th style="width:15%;">Grade 6</th> <th style="width:15%;">Grade 7</th> <th style="width:10%;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all HP strategic students</td> <td style="text-align: center;">60</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Additional time provided to HP strategic ELs</td> <td style="text-align: center;">60</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Additional time provided to HP strategic SWDs</td> <td style="text-align: center;">60</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> </tr> </tbody> </table> <p>Describe assessment and placement criteria for high priority strategic students:</p> <p>We use internal reading assessment data to determine students who need intensive intervention and reassess throughout the year.</p> <p>Describe differentiated support for students not needing an additional strategic period:</p> <p>Students who are not in strategic classes are in accelerated sections.</p>	Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students					Grade 6	Grade 7	Grade 8	Additional time provided to all HP strategic students	60	30	30	Additional time provided to HP strategic ELs	60	30	30	Additional time provided to HP strategic SWDs	60	30	30
Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students																							
	Grade 6	Grade 7	Grade 8																				
Additional time provided to all HP strategic students	60	30	30																				
Additional time provided to HP strategic ELs	60	30	30																				
Additional time provided to HP strategic SWDs	60	30	30																				
Documentation		Additional Comments																					
	Reading/Language Arts/ELD																						
District Instructional Regulations:																							
School Instructional Procedures:																							
Attach appropriate documents.																							

Academic Program Survey—Middle School Level

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.3 Through the school’s master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified English learners, using either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Grades 6-8: 30-60 minutes (or up to one period) 	Full implementation means that the school’s master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list, materials from the previous SBE-approved materials lists for all identified English learners. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions. <ul style="list-style-type: none"> • English learners are appropriately placed into ELD using CELDT and all available English proficiency measures. • Students at CELDT proficiency levels 1-3 need at least a separate ELD course focused on building English language skills. • Students at CELDT proficiency levels 4 and 5 (Early Advanced and Advanced levels) may not need separate ELD courses, but should be in a Reading/Language Arts course that has specifically designated materials and/or strategies, that focus on building English language skills for mastery of content standards. Examples of designated ELD master schedule offerings include: <ul style="list-style-type: none"> - A separate period of ELD - ELD during SBE-adopted intensive intervention Program 5 - An ELD strategic support class - A grade-level English class with in-class ELD support 	Objective	Fully	Substantially	Partially	Minimally												
2.3				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
Key Components Appropriate Allocation of Daily Instructional Time Identify all that apply ___x___ Time is given priority and protected from interruptions. ___x___ ELD instruction is additional time in the schedule. Identify Number (#) EL students by CELDT level and # of ELD minutes (length of periods) offered at each CELDT level <table border="1" data-bbox="1388 857 2028 1105" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Proficiency Levels</th> <th style="text-align: center;">Levels 1-2</th> <th style="text-align: center;">Level 3</th> <th style="text-align: center;">Levels 4-5</th> </tr> </thead> <tbody> <tr> <td># Students</td> <td style="text-align: center;">7</td> <td style="text-align: center;">38</td> <td style="text-align: center;">69</td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td style="text-align: center;">120</td> <td style="text-align: center;">60</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>								Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	# Students	7	38	69	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	120	60	30
Proficiency Levels	Levels 1-2	Level 3	Levels 4-5																
# Students	7	38	69																
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	120	60	30																

Academic Program Survey—Middle School Level

		<ul style="list-style-type: none"> • Districts who have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1, English learners should be provided daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists • Districts not adopting from the 2008 SBE list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Instructional Regulations:			
School Instructional Procedures:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.4 Through the school’s master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted intensive intervention programs in Reading/Language Arts. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 2.5 to 3.0 hours (or up to 3 periods) 	<p>Full implementation means that the school’s master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including English learners and students with disabilities. The current SBE-adopted Reading/Language Arts/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students in need of intensive intervention are defined as students demonstrating proficiency in reading/language arts two or more years below grade level. The master schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-Adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers (two to three periods within the master schedule). The master schedule reflects that English learners assessed and identified for intensive intervention receive the appropriate recommended minutes of instruction daily in the intervention program (2008 SBE-adopted Program 5 or materials from the previous 2002 SBE-adopted materials lists). These materials are designed to provide intensive, accelerated, and extensive ELD that complements and supports reading/language arts instruction. English learners in intensive intervention Program 5 will receive embedded ELD instruction as per 	Objective	Fully	Substantially	Partially	Minimally																				
2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time ___x___Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) of blocked periods:</p> <table border="1" data-bbox="1388 740 2028 1114"> <thead> <tr> <th colspan="4"># of Instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td align="center">120</td> <td align="center">90</td> <td align="center">90</td> </tr> <tr> <td>Intensive English learners</td> <td align="center">120</td> <td align="center">90</td> <td align="center">90</td> </tr> <tr> <td>Intensive Student with disabilities</td> <td align="center">120</td> <td align="center">90</td> <td align="center">90</td> </tr> </tbody> </table>			# of Instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All Intensive learners	120	90	90	Intensive English learners	120	90	90	Intensive Student with disabilities	120	90	90
# of Instructional minutes at each grade level																											
	Grade 6	Grade 7	Grade 8																								
All Intensive learners	120	90	90																								
Intensive English learners	120	90	90																								
Intensive Student with disabilities	120	90	90																								

Academic Program Survey—Middle School Level

		<p>program design. For English learners, Program 5 (Intensive Reading Intervention for English learners) meets the required 30-60 minutes of ELD daily instruction.</p>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Instructional Regulations:			
School Instructional Procedures:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.5 Through the school’s master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for mathematics. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 50-60 minutes (or one period) 	Full implementation means that the school’s master schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																				
			2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
Key Components Appropriate Allocation of Daily Instructional Time _____ Time is given priority and protected from interruptions. Identify # of instructional minutes (length of periods) offered at each grade level: <table border="1" data-bbox="1388 704 2003 987"> <thead> <tr> <th colspan="4"># of Instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Algebra I</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>English learners</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Students with disabilities</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>* For Algebra Readiness see 2.7</p>								# of Instructional minutes at each grade level					Grade 6	Grade 7	Algebra I	All Students	60	60	60	English learners	60	60	60	Students with disabilities	60	60	60
# of Instructional minutes at each grade level																											
	Grade 6	Grade 7	Algebra I																								
All Students	60	60	60																								
English learners	60	60	60																								
Students with disabilities	60	60	60																								
Documentation		Additional Comments																									
Mathematics																											
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																											
2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials. <ul style="list-style-type: none"> • Grades 6-7: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. • Grade 8: 30-60 minutes (or up to one period) additional strategic support linked to a grade-level Algebra I course. 	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> • For grades 6-7, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. • For grades 6-7, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> - For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level course. - Some grade 6-7 students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. • For grade 8, strategic students are defined as demonstrating proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. • For grade 8, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> - For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. - Some grade 8 strategic students may have occasional trouble within day-to-day grade-level standards 	Objective	Fully	Substantially	Partially	Minimally																							
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p style="text-align: center;">Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> ___x___ Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1402 808 1986 1084"> <thead> <tr> <th colspan="4">Number of students at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP Strategic</td> <td>57</td> <td>54</td> <td>42</td> </tr> <tr> <td>All HP ELs</td> <td>43</td> <td>38</td> <td>33</td> </tr> <tr> <td>All HP SWDs</td> <td>14</td> <td>16</td> <td>9</td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period:</p>		Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic				All HP Strategic	57	54	42	All HP ELs	43	38	33	All HP SWDs	14	16	9
Number of students at each grade level																														
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Academic Program Survey—Middle School Level

		<p>instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</p> <ul style="list-style-type: none"> For grades 6-8, the core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th style="width:20%;"></th> <th style="width:15%;">Grade 6</th> <th style="width:15%;">Grade 7</th> <th style="width:15%;">Algebra 1</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all HP strategic students</td> <td style="text-align: center;">120</td> <td style="text-align: center;">90</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Additional time provided to HP strategic English learners</td> <td style="text-align: center;">120</td> <td style="text-align: center;">90</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Additional time provided to HP strategic Students with disabilities</td> <td style="text-align: center;">120</td> <td style="text-align: center;">90</td> <td style="text-align: center;">60</td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period:</p>	Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students					Grade 6	Grade 7	Algebra 1	Additional time provided to all HP strategic students	120	90	60	Additional time provided to HP strategic English learners	120	90	60	Additional time provided to HP strategic Students with disabilities	120	90	60
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Documentation		Additional Comments																					
	Mathematics																						
District Instructional Regulations:																							
School Instructional Procedures:																							
Attach appropriate documents.																							

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																				
2. Instructional Time	2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials or program for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. <ul style="list-style-type: none"> Grades 6-8: 30-60 minutes (or up to one period) additional intensive support at each grade-level core course when additional intervention support is needed. Grade 8: one period of Algebra Readiness daily for identified intervention students. 	Full implementation means that the school's master schedule allocates sufficient instructional time or periods for identified intervention students needing specialized instruction to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intervention students. <ul style="list-style-type: none"> For Grades 6-7, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. For Grade 8, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards. <p>For districts using the 2007 SBE adoptions: The fourth through seventh grade intensive intervention materials are not designed as a curriculum to replace core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed.</p> <ul style="list-style-type: none"> For Grade 8, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. <p>For districts using the 2001 SBE adoptions:</p> <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should 	<table border="1"> <tr> <td>Objective</td> <td>Fully</td> <td>Substantially</td> <td>Partially</td> <td>Minimally</td> </tr> </table>	Objective	Fully	Substantially	Partially	Minimally	<table border="1"> <tr> <td>2.7</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table>	2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time ___x___ Time is given priority and protected from interruptions.</p> <p>Indicate total number of <u>additional</u> minutes:</p> <table border="1"> <thead> <tr> <th colspan="4"># of Instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive English learners</td> <td align="center">43</td> <td align="center">38</td> <td align="center">33</td> </tr> <tr> <td>Intensive Student with disabilities</td> <td align="center">14</td> <td align="center">16</td> <td align="center">9</td> </tr> </tbody> </table>					# of Instructional minutes at each grade level					Grade 6	Grade 7	Algebra Readiness	Intensive learners				Intensive English learners	43	38	33	Intensive Student with disabilities	14	16	9
Objective	Fully	Substantially	Partially	Minimally																																			
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Academic Program Survey—Middle School Level

		be provided additional instructional time and support using the ancillary materials from the adopted program.	
Documentation		Additional Comments	
	Mathematics		
District Instructional Regulations:			
School Instructional Procedures:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (6-8) for the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in daily use in all reading, language arts, and ELD classrooms to fully implement the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school). <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Reading/Language Arts/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> <input type="checkbox"/> Distributed to all teachers at each grade Level <input checked="" type="checkbox"/> Used daily at every grade level</p> <p><u>Pacing Guide Use Monitored</u> <input checked="" type="checkbox"/> Principal monitors daily use</p>				
Documentation		Additional Comments					
School/District Pacing Plan by Grade Level or Program Level	Reading/Language Arts/ELD						
Attach appropriate documents.							

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted mathematics programs (6-8) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in daily use in all mathematics classrooms to fully implement the current SBE-adopted mathematics programs by grade level (and by tracks if a year-round school schedule). <ul style="list-style-type: none"> Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Reading/Language Arts/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> ___x___ Distributed to all teachers at each grade Level ___x___ Used daily at every grade level</p> <p><u>Pacing Guide Use Monitored</u> ___x___ Principal monitors daily use</p>				
Documentation		Additional Comments					
School/District Pacing Plan by Grade Level or Program Level	Mathematics						
Attach appropriate documents.							

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<p>4. School Administrator Instructional Leadership Training</p>	<p>4.1 The district provides the principal and vice-principal(s) with a 40 hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted Reading/Language Arts/ELD basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40 hour structured practicum based on the implementation of the R/LA and mathematics instructional materials and the Essential Program Components.</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40 hours of structured practicum in the current district-adopted Reading/Language Arts/ELD</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40 hour administrative training in the current SBE-adopted Reading/Language Arts/ELD core or intervention program materials and current SBE-adopted mathematics program materials and 40 hours of structured practicum. The 40 hours of training provided by a knowledgeable, experienced provider will include at least 32 hours of training in the following:</p> <ul style="list-style-type: none"> Sixteen (16) hours in the current Reading/Language arts core or intensive reading intervention materials and 16 hours in the current SBE adopted mathematics materials used in the school; The ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; Curriculum Framework language and the academic content standards addressed in the materials; and The use of the instructional/assessment pacing guide. <p>The remaining 8 hours focus on the following:</p> <ul style="list-style-type: none"> Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	Objective	Fully 100%	Substantially	Partially	Minimally
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center">Key Components</p> <p>Training and Practicum Completed</p> <p>Principal</p> <p><input checked="" type="checkbox"/> Training in Reading/Language Arts/ELD</p> <p><input checked="" type="checkbox"/> Training in Mathematics</p> <p><input checked="" type="checkbox"/> Structured Practicum*</p> <p>Vice Principal</p> <p><input checked="" type="checkbox"/> Training in Reading/Language Arts/ELD</p> <p><input checked="" type="checkbox"/> Training in Mathematics</p> <p><input checked="" type="checkbox"/> Structured Practicum*</p> <p>* Refer to suggested practicum activities in EPC 3.2.</p>				

Academic Program Survey—Middle School Level

	<p>or intensive reading intervention program and mathematics program materials.</p> <p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40 hours) and 40 hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20 hours) and 20 hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20 hours) and 20 hours of structured practicum. Administrators will also have to complete an online survey as well as these 160 hours of combined training and practicum.</p>	<ul style="list-style-type: none"> • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	
Documentation		Additional Comments	
	E/LA/ELD & Mathematics		
District Completion Records:			
Approved Provider Information:			
Date of Offerings:			

Academic Program Survey—Middle School Level

Attach appropriate documents.

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>* Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide, – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including English learners and students with disabilities. • Data team protocol training to lead subject area/course level teachers in the analysis and use of data including formative, curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback • Participation in Modules 2 and 3 of the Administrator Training Program • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. 	Objective	Fully	Substantially	Partially	Minimally
			4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;">Key Components</p> <p><u>Principal's Professional Development</u> ___x___ Completed</p> <p>Identify type of professional development/support* and hours (refer to suggested targeted professional development and support list):</p>							

Academic Program Survey—Middle School Level

		<ul style="list-style-type: none"> • Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the No Child Left Behind (NCLB) Act of 2001.	Full implementation means that all classrooms have fully credentialed, highly qualified teachers appropriately credentialed for their assignment.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components ___x___ Percentage of fully credentialed, highly qualified teachers.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District SB 472 Completion Records:							
Approved Provider Information:							
Dates of Offerings:							
Attach appropriate documents.							

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																			
5. Credentialed Teachers and Professional Development Opportunity	<p>5.2 The school/district provides teachers of Reading/Language Arts/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Reading/Language Arts/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components.</p> <p>This requirement is fulfilled when the teacher completes 40 hours of SBE-adopted instructional materials</p>	<p>Full implementation means that all teachers of Reading/Language Arts/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted Reading/Language Arts/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to 	Objective	Fully	Substantially	Partially	Minimally															
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	Key Components														
			<p><u>Training and Practicum Completed:</u></p> <p>Indicate the number of teachers at each grade level and number completing training and practicum:</p> <table border="1" data-bbox="1430 711 2032 938"> <thead> <tr> <th></th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>Grade 7</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Grade 8</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>								# of Teachers	40 hour Training	Structured Practicum	Grade 6	2	2	2	Grade 7	1	1	1	Grade 8
	# of Teachers	40 hour Training	Structured Practicum																			
Grade 6	2	2	2																			
Grade 7	1	1	1																			
Grade 8	2	1	1																			

Academic Program Survey—Middle School Level

	<p>training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<p>determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention • Implementation and monitoring of standards-based IEP. • Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Completion Records:			
Approved Provider Information:			
Dates of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																							
5. Credentialed Teachers and Professional Development Opportunity	<p>5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components.</p> <p>This requirement is fulfilled when the teacher completes 40 hours of instructional materials</p>	<p>Full implementation means that all teachers of mathematics, Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Use of the SBE adopted 4-7th intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. 	Objective	Fully	Substantially	Partially	Minimally																			
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																			
			<p align="center">Key Components</p> <p><u>Training and Practicum Completed</u></p> <p>Indicate the number of teachers at each grade level and number completing training and practicum:</p> <table border="1" data-bbox="1430 643 2030 937"> <thead> <tr> <th></th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td align="center">2</td> <td align="center">2</td> <td align="center">2</td> </tr> <tr> <td>Grade 7</td> <td align="center">1</td> <td align="center">1</td> <td align="center">1</td> </tr> <tr> <td>Algebra</td> <td align="center">1</td> <td align="center">1</td> <td align="center">1</td> </tr> <tr> <td>Algebra Readiness</td> <td align="center">1</td> <td align="center">0</td> <td align="center">0</td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>								# of Teachers	40 hour Training	Structured Practicum	Grade 6	2	2	2	Grade 7	1	1	1	Algebra	1	1	1	Algebra Readiness
	# of Teachers	40 hour Training	Structured Practicum																							
Grade 6	2	2	2																							
Grade 7	1	1	1																							
Algebra	1	1	1																							
Algebra Readiness	1	0	0																							

Academic Program Survey—Middle School Level

	<p>training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		
District Completion Records:			
Approved Provider Information:			
Dates of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of Reading/Language Arts/ELD, including strategic and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides reading/language arts/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's current adopted Reading/Language Arts/ELD and intensive intervention instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, English learners, students with disabilities, benchmark and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p>Coaches/Content Experts/Specialists: <input type="checkbox"/> Type of instructional assistance <input checked="" type="checkbox"/> Works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <ul style="list-style-type: none"> Instructional aide support Coaching support Reading Specialist support Resource specialist support Planning support <p>Describe criteria used for identifying and providing coaching support:</p> <ul style="list-style-type: none"> Based on achievement and observation data <p>Monitoring Coaching System <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services</p> <p>Trained Coaches/ Content Experts/Specialists <input checked="" type="checkbox"/> Completed SBE adopted materials-based training (identify which program[s]). <input type="checkbox"/> Completed ELPD</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: Coaches are provided both content and coaching support through district PD opportunities and site-based support.</p>				

Academic Program Survey—Middle School Level

Documentation		Additional Comments
	Reading/Language Arts/ELD	
School Plan for Assistance and Support to Teachers:		
Attach appropriate documents.		

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support	6.2 The school/district provides instructional assistance and ongoing support to all teachers of	Full implementation means that the school/district provides mathematics and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Academic Program Survey—Middle School Level

<p>for Teachers</p>	<p>mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.</p>	<p>subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s current adopted mathematics instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing students who need intervention, English learners, students with disabilities, benchmark and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students’ achievement. 	<p style="text-align: center;">Key Components</p> <p>Coaches/Content Experts/Specialists: _____ Type of instructional assistance _____ Works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <ul style="list-style-type: none"> ▪ Instructional aide support ▪ Coaching support ▪ Resource specialist support ▪ Planning support <p>Describe criteria used for identifying and providing coaching support:</p> <ul style="list-style-type: none"> ▪ Based on achievement and observation data <p>Monitoring Coaching System ___x___ Principal structures/monitors instructional assistance services</p> <p>Trained Coaches/ Content Experts/Specialists ___x___ Completed SBE adopted materials-based Training (identify which program[s]). ___x___ Completed ELPD</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: Coaches are provided both content and coaching support through district PD opportunities and site-based support.</p>
<p style="text-align: center;">Documentation</p>		<p style="text-align: center;">Additional Comments</p>	
<p>School Plan for Assistance and Support to Teachers:</p>	<p style="text-align: center;">Mathematics</p>		
<p>Attach appropriate documents.</p>			

<p>Essential Program Component</p>	<p>Objective</p>	<p>Criteria, Clarifications, and Citations</p>	<p>Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.</p>
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Academic Program Survey—Middle School Level

<p>7. Student Achievement Monitoring System</p>	<p>7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.</p>	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including English learners and students with disabilities. Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally		
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%		
			<p>Key Components</p> <p><u>Ongoing Assessment and Monitoring System</u></p> <p><input checked="" type="checkbox"/> District supported electronic data management System</p> <p><input type="checkbox"/> District wide reporting and analysis of assessment results</p> <p><input type="checkbox"/> School wide reporting and analysis of assessment results</p> <p><input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers</p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide</p> <p><u>Training on Accessing and Using Electronic Data System</u></p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system</p> <p><u>Using Formative Assessment Results</u></p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments administered frequently</p> <p><input type="checkbox"/> School-wide assessment calendar developed and used</p> <p><input type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction</p>						

Academic Program Survey—Middle School Level

Documentation		Additional Comments
	Reading/Language Arts/ELD	
Example of Curriculum Embedded Assessments:		
Sample report of assessment at the following levels		
Classroom:		
School:		
District:		
Attach appropriate documents.		

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.							
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum, embedded; and summative assessments), are used to inform teachers and principals on student placement/ diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. In mathematics, the use of frequent and timely assessment data is critical to determine when students need the additional differentiated instructional time utilizing the SBE-adopted intervention materials. For the ongoing monitoring system, data collection (including electronic) is used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including English learners and students with disabilities. Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally			
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center">Key Components</p> <p><u>Ongoing Assessment and Monitoring System</u></p> <p><input checked="" type="checkbox"/> District supported electronic data management system</p> <p><input checked="" type="checkbox"/> District wide reporting and analysis of assessment results</p> <p><input checked="" type="checkbox"/> School wide reporting and analysis of assessment results</p> <p><input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers</p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p><u>Training on Accessing and Using Electronic Data System</u></p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system</p> <p><u>Using Formative Assessments Results</u></p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently</p> <p><input checked="" type="checkbox"/> School wide assessment calendar developed and used</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction</p>		
			Documentation		Additional Comments					
Example of Curriculum Embedded Assessments:	Mathematics									

Academic Program Survey—Middle School Level

Sample report of assessment at the following levels		
Classroom:		
School:		
District:		
Attach appropriate documents.		

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted Reading/Language Arts/ELD programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <p><u> 8 </u> Number per month</p> <p><u> x </u> All teachers including strategic, intensive intervention, special education, and ELD teachers participate</p> <p><u> x </u> Meetings are structured, protocols/tools are developed and used.</p> <p><u> x </u> Training for collaboration meeting protocols provided to teachers</p> <p><u> x </u> Professional development provided for administrators and teachers on data analysis and data-informed instruction</p> <p><u> x </u> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels</p> <p>Collaborative Meeting Discussion Content</p> <p><u> x </u> Using and analyzing timely student common assessment results from all students</p> <p><u> x </u> Strengthening program implementation</p> <p><u> x </u> Designing and improving lessons/ instruction</p> <p><u> x </u> Identifying research-based strategies to support specific skill needs of all students</p>				
Documentation		Additional Comments					
School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans	Reading/Language Arts/ELD						
	Attach appropriate documents.						

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities. 	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p>Scheduled Structured Collaboration Meetings</p> <p><u> 2 </u> Number per month</p> <p><u> x </u> All teachers including strategic, intensive intervention, special education, and ELD teachers participate</p> <p><u> x </u> Meetings are structured, protocols/tools are developed and used.</p> <p><u> x </u> Training for collaboration meeting protocols provided to teachers</p> <p><u> x </u> Professional development provided for administrators and teachers on data analysis and data-informed instruction</p> <p><u> x </u> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels</p> <p>Collaborative Meeting Discussion Content</p> <p><u> x </u> Using and analyzing timely student common assessment results from all students</p> <p><u> x </u> Strengthening program implementation</p> <p><u> x </u> Designing and improving lessons/ instruction</p> <p><u> x </u> Identifying research-based strategies to support specific skill needs of all students</p>							
Documentation		Additional Comments					
Mathematics							
School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans							
Attach appropriate documents.							

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in Reading/Language Arts/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in reading/language arts, and ELD, are aligned and prioritized in the Single Plan for Student Achievement (SPSA). <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the Single Plan for Student Achievement. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p>Allocation of Funds ___x___ District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds ___x___ The SPSA aligns to the goals and activities in the LEAP.</p>				
Documentation		Additional Comments					
Plan uses all revenues appropriately	Reading/Language Arts/ELD						
Attach appropriate documents.							

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the Single Plan for Student Achievement (SPSA). <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the Single Plan for Student Achievement. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p>Allocation of Funds ___x___ District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds ___x___ The SPSA aligns to the goals and activities in the LEAP.</p>				
Documentation		Additional Comments					
Plan uses all revenues appropriately							
Attach appropriate documents.							

**Appendix E: OUSD Program Improvement Restructuring & Achievement Acceleration Plan
Priority Improvement Matrix: Elmhurst Community Prep 2013-2016**

Priority #1	What must be true by the end of Year 3	What must be true by the end of Year 2	What must be true by the end of Year 1
<p>Authentic and robust transition to and implementation of Common Core State Standards (CCSS) in order to meet the demands of the Smarter Balanced Assessments</p>	<p>1.1 Target, teach, and assess all eight standards of mathematical practice</p> <p>1.2 Implement vertically aligned curriculum to ensure students are able to synthesize different forms of evidence in expository writing in all classes.</p> <p>1.3 Faithfully implement SpringBoard lessons and Embedded Assessments in all English and Math classes, grades 6-8.</p> <p>1.4 Identify and implement one additional SpringBoard cooperative group strategy across all classrooms.</p> <p>1.5 All teachers utilize structures to teach and practice rigorous and differentiated academic vocabulary</p>	<p>1.1 Target, teach, and assess all eight standards of mathematical practice</p> <p>1.2 Implement vertically aligned curriculum to ensure students are able to synthesize different forms of evidence in expository writing in English and History classes.</p> <p>1.3 Faithfully implement SpringBoard lessons and Embedded Assessments in all English and Math classes, grades 6-8.</p> <p>1.4 Identify and implement one additional SpringBoard cooperative group strategy across all classrooms.</p> <p>1.5 All teachers utilize structures to teach and practice rigorous academic vocabulary</p>	<p>1.1 Target, teach, and assess three (of eight) focus standards of mathematical practice</p> <p>1.2 Implement vertically aligned curriculum to ensure students are able to synthesize different forms of evidence in expository writing in English classes.</p> <p>1.3 Faithfully implement SpringBoard lessons and Embedded Assessments in all English and Math classes, grades 6-8.</p> <p>1.4 Identify and implement two SpringBoard cooperative group strategies across all classrooms.</p> <p>1.5 All teachers utilize structures to teach and practice rigorous academic vocabulary</p>

**Appendix E: OUSD Program Improvement Restructuring & Achievement Acceleration Plan
Priority Improvement Matrix: Elmhurst Community Prep 2013-2016**

Priority #2	What must be true by the end of Year 3	What must be true by the end of Year 2	What must be true by the end of Year 1
<p>Implement rotational model for Blended Learning classrooms to improve the effectiveness of small group instruction, increase the quantity and quality of student achievement data, and reduce the amount of administrative work required of teachers.</p>	<p>2.1 Complete wireless router upgrades in all classrooms in the school.</p> <p>2.2 Purchase ChromeBooks and ChromeBook carts to ensure a 1:2 ratio for all teachers. Expand 1:1 to three-five classrooms.</p> <p>2.3 Implement rotational model in classrooms to ensure that students are using adaptive technology five days per week. In addition, de-schedule embedded intervention classes, and re-distribute instructional minutes into core classrooms.</p> <p>2.4 Pull data from adaptive technology for use in grade level team data conferences at the end of every marking period.</p>	<p>2.1 Complete wireless router upgrades in all pilot teacher’s classrooms</p> <p>2.2 Purchase ChromeBooks and ChromeBook carts to ensure a 1:2 ratio for pilot teachers (10 of 14). Expand 1:1 to two classrooms.</p> <p>2.3 Implement rotational model in classrooms to ensure that students are using adaptive technology for at least three days per week.</p> <p>2.4 Pull data from adaptive technology for use in grade level team data conferences at the end of every marking period.</p>	<p>2.1 Complete wireless router upgrades in all pilot teacher’s classrooms</p> <p>2.2 Purchase ChromeBooks and ChromeBook carts to ensure a 1:2 ratio for pilot teachers (8 of 14). Ensure that one pilot teacher has 1:1 ratio.</p> <p>2.3 Implement rotational model in classrooms to ensure that students are using adaptive technology for at least two days per week.</p> <p>2.4 Pull data from adaptive technology for use in grade level team data conferences at the end of every marking period.</p>

**Appendix E: OUSD Program Improvement Restructuring & Achievement Acceleration Plan
Priority Improvement Matrix: Elmhurst Community Prep 2013-2016**

Priority #3	What must be true by the end of Year 3	What must be true by the end of Year 2	What must be true by the end of Year 1
<p>Fully implement Response To Intervention (RTI) structures for both academics and behavior, including embedding acceleration courses into the schedule so that all students may receive targeted instruction without missing out on core academics.</p>	<p>3.1 All students receive 45 minute structured acceleration course in writing (6 weeks), reading (12 weeks), and math (12 weeks)</p> <p>3.2 Intensive students will be identified using a variety of assessments, clustered according to need in small groups, and will receive focused instruction on a daily basis.</p> <p>3.3 Paraprofessional staff, RSP teachers, and literacy and math coaches will support each grade level during their embedded acceleration period.</p> <p>3.4 Each grade level will have tiered intervention plan, and teams will meet with the Family Engagement Director to plan parent support meetings/ trainings to implement at-home components of the plan.</p> <p>3.5 Grade level teams will meet each marking period to assess student progress in relation to the intervention plan.</p>	<p>3.1 All students receive 30 minute structured acceleration course in writing (6 weeks), reading (12 weeks), and math (12 weeks)</p> <p>3.2 Intensive students will be identified using a variety of assessments, clustered according to need in small groups, and will receive focused instruction on a daily basis.</p> <p>3.3 Paraprofessional staff, RSP teachers, and literacy and math coaches will support each grade level during their embedded acceleration period.</p> <p>3.4 Each grade level will have tiered intervention plan, and teams will meet with the Family Engagement Director to plan parent support meetings/ trainings to implement at-home components of the plan.</p> <p>3.5 Grade level teams will meet each marking period to assess student progress in relation to the intervention plan.</p>	<p>3.1 All 7th and 8th graders receive 30 minute structured acceleration course in writing (6 weeks), reading (12 weeks), and math (12 weeks).</p> <p>3.2 Intensive students will be identified using a variety of assessments, clustered according to need in small groups, and will receive focused instruction on a daily basis.</p> <p>3.3 Paraprofessional staff, RSP teachers, and literacy and math coaches will support each grade level during their embedded acceleration period.</p> <p>3.4 Each grade level will have tiered intervention plan, and teams will meet with the Family Engagement Director to plan parent support meetings/ trainings to implement at-home components of the plan.</p> <p>3.5 Grade level teams will meet each marking period to assess student progress in relation to the intervention plan.</p>