

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2012

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2012/2013 CSSSP – Markham Elementary School

**Action Requested:**

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Markham Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 Single Plan for Student Achievement.

**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 2012-2013 Community Strategic Site Plan application for Markham Elementary School.



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Markham Elementary**

**6002059**

**School Year: 2012-2013**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our 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 while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be 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. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

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.

## 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

Markham Elementary School is located in the heart of East Oakland. It is a neighborhood school that has been in existence for 76 years. It is a K-5 school that serves the needs of 57% Hispanic students and 40% African American students with 3% other. We deliver high quality instruction that is driven by student data and rooted in rigor. All of the teachers at markham are HQI teachers and have high expectations for students. To ensure our students support in social-emotional, Markham has implemented Caring Schools Community curriculum. Markham employs a parttime nurse, parttime psychologist and parttime Teacher-on-Special assignment. We have an excellent After School program that is aligned to the school's instructional focus.

##### VISION

The Markham School staff and community, working together in unity, hold ourselves accountable for student achievement, to nurture, guide, and challenge ALL students to become productive citizens, lifelong learners and critical thinkers. Through rigorous data driven instruction and conscientious modeling, we as staff, students, families, and community members will hold ourselves to high standards and except responsibility for ourselves and each other.

## **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**

The Instructional Leadership Team will develop a criteria to evaluate instructional programs at our school and the ILT and staff will ensure that the strategies outlined in this plan will be implemented in order to become actualized as a Full Service Community School. It is not possible to focus on everything during year 1. We will have priorities. Our priority is Balanced Literacy and Science instruction. To ensure that the strategies outlined in this plan our implemented we will analyze data, conduct student interviews and have peer observations.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Markham Elementary

Principal: PAMELA BOOKER

#### 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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

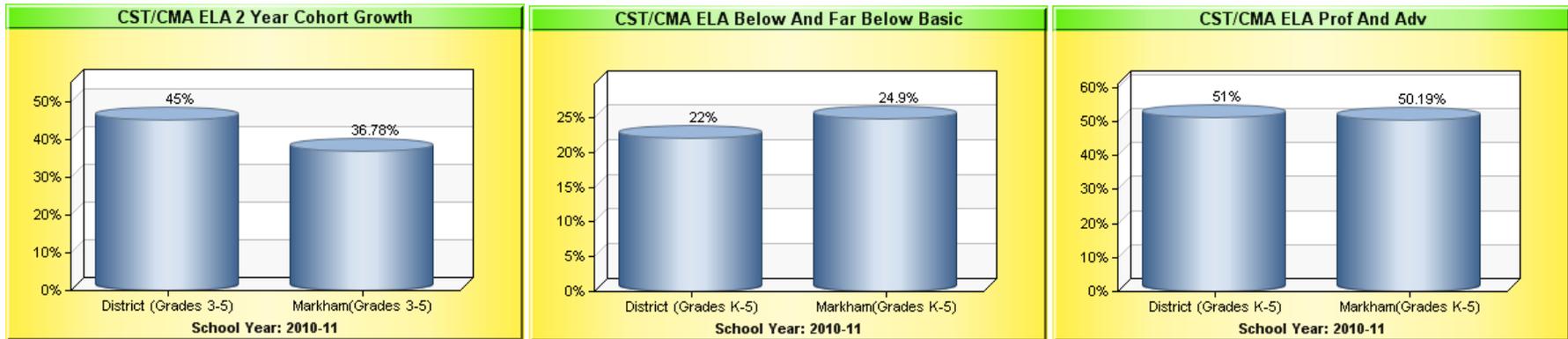
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy 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 State 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.



**Data Analysis**

- When analyzing attendance data we discovered that our student attendance rate was 94%. which is 4% lower than the district's goal of 98%. We believe that this impacts student achievement because a percentage of our students are chronically absent, I
- For advance and proficiency in English Language Arts our students are 50.19% proficient and advance. 51% of 3rd-5th grade students in Oakland Unified School District are proficient and advanced. We are very close to matching the district's 51%.
- This year we have incorporated Data Driven Instruction (DDI) into our program.
- Teachers give the ELA Benchmarks to students, analyze the data from the benchmarks to identify strengths and areas of growth, create an action plan that includes corrective instruction and student efficacy to improve student achievement.
- Since embarking on the DDI journey we have seen results across grade levels based on our ELA benchmarks.

**Theory Action**

- We will develop a schoolwide theme that is teacher selected per semester. It will include our focus for balanced literacy which is independent reading and integration of all content standards.
- Students will be exposed to direct standards based instruction on a daily basis. The instruction will address the different modalities and learning styles. We will provide more opportunities for practice of content and concepts in math and science.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will have a Literacy TSA to assist teachers with the implementation of the balanced literacy program,provide literacy workshops, professional development and library duties/activities.	increased literacy as evidence by increased independent reading and fluency assessments	English Learners	ongoing	TSA, teachers, administrators	5/15/2012	138SQ11A1917		7090-EIA - SCE		T10TSA0182	0.15	\$16,013.41
We will have a Literacy TSA to assist teachers with the implementation of the balanced literacy program,provide literacy workshops, professional development and library duties/activities.	increased literacy as evidence by increased independent reading and fluency assessments	English Learners	ongoing	TSA, teachers, administrators	5/15/2012	138SQ11A1920		7091-EIA - LEP		T10TSA0182	0.5	\$53,378.02

We will create an onsite enrichment ELA program for those students who score at proficient and advanced as well as those students who are very close to being proficient in ELA.	proficient and advanced students will remain proficient and advanced as measured by benchmarks and CST scores	Proficient and Advanced	ongoing	administrators, teachers	5/15/2012	138SQI1A1918		N/A			0	\$0.00
We will create an onsite enrichment ELA program for those students who score at proficient and advanced as well as those students who are very close to being proficient in ELA.	proficient and advanced students will remain proficient and advanced as measured by benchmarks and CST scores	Proficient and Advanced	ongoing	administrators, teachers	5/15/2012	138SQI1A1919	#	N/A			0	\$0.00
Fund two classroom teachers through QEIA for class size reduction	benchmark Assessments	All Students	ongoing	principal	5/15/2012	138SQI1A1921	#8	7400-QEIA		K12TCH0080	1	\$89,226.78
Fund two classroom teachers through QEIA for class size reduction	benchmark Assessments	All Students	ongoing	principal	5/15/2012	138SQI1A1922	#8	7400-QEIA		K12TCH1222	1	\$90,035.62
Fund two classroom teachers through QEIA for class size reduction	benchmark Assessments	All Students	ongoing	principal	5/15/2012	138SQI1A1923	#8	7400-QEIA		K12TCH1682	0.67	\$44,342.61
purchase materials for balanced literacy program	benchmark assessments	English Learners	ongoing	principal	5/15/2012	138SQI1A1928	#9	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$931.95
class size reduction teacher	benchmark assessments	English Only	ongoing	principal / teacher	5/15/2012	138SQI1A3216		3010-Title I		TCSHLT0434	0.75	\$71,072.68
class size reduction teacher	benchmark assessments	English Only	ongoing	principal / teacher	5/15/2012	138SQI1A3217		7090-EIA - SCE		TCSHLT0434	0.25	\$23,690.89
materials and supplies	benchmark assessments		ongoing	principal	5/15/2012	138SQI1A3226		7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	\$5,175.66

## School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Markham Elementary

Principal: PAMELA BOOKER

#### 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
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

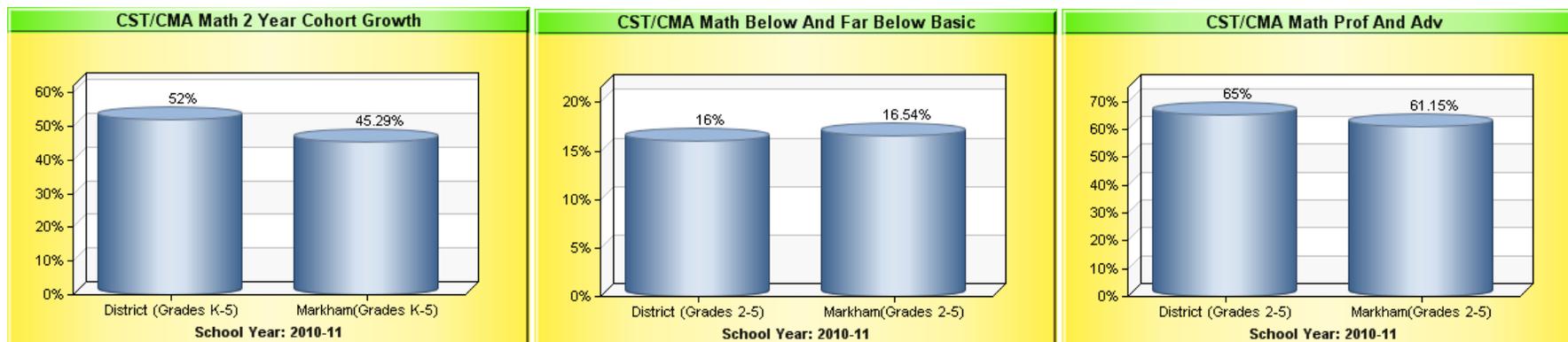
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science 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.

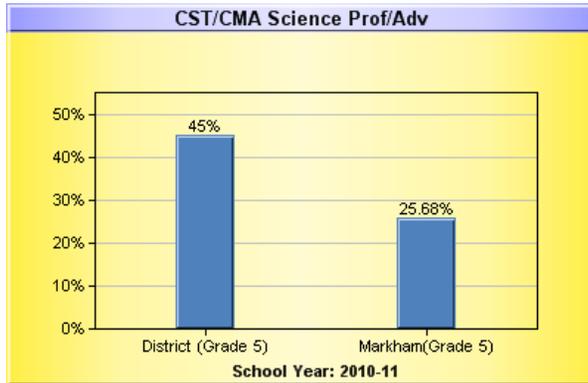
#### District-level Goals

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.





#### Data Analysis

- We need to make 10% growth in math and science. Our far below and below in math is 16.54% as compared to the district's 16%. We are close to the district's percentage of far below and below students. Our goal is for the 2012-2013 school year to
- decrease the percentage of students in far below and below. Our advanced and proficient is 61.15% as compared to the district's 65%. Our goal is to increase the number of students by 10%. Our proficiency is 25% in science. Our goal is to increase
- this percentage by 10%.

#### Theory Action

- Students will be exposed to direct standards based instruction on a daily basis. The instruction will address the different modalities and learning styles. We will provide more opportunities for practice of content and concepts in math and science.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Markham Elementary

Principal: PAMELA BOOKER

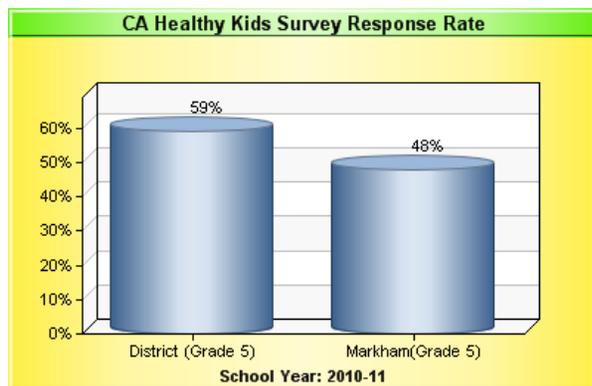
#### School Quality Standards relevant to this Strategic Priority

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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### 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.



#### Theory Action

- We will have a transitional kindergarten program that includes curriculum and professional development. We will align our academic core to what students must know, understand, and be able to do to succeed in college preparatory courses in high school.
- We will promote a healthy environment by teaching health education to students.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Markham Elementary

Principal: PAMELA BOOKER

#### School Quality Standards relevant to this Strategic Priority

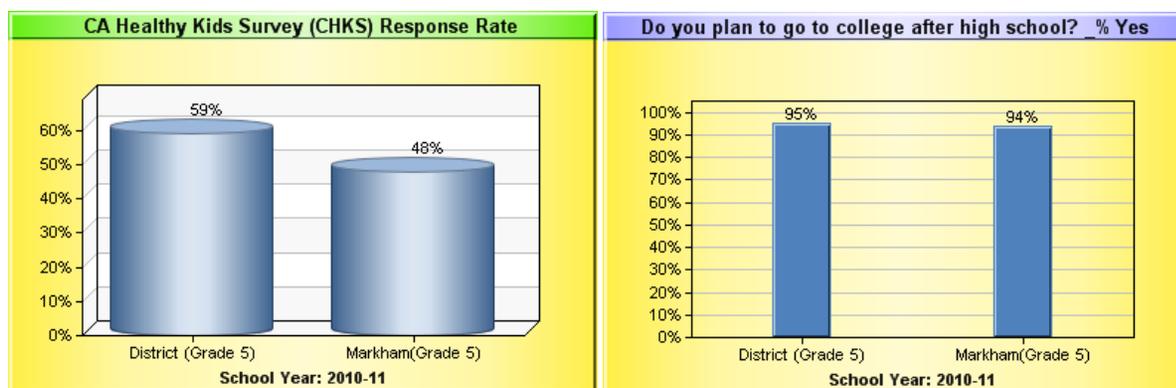
A quality school...

- 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
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### 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)



#### Data Analysis

- At Markham 94% of grade 5 students plan to go to college. The other 6% of grade 5 students plan to go into various vocations such as plumbers, electricians, and auto mechanics.
- The district has 95% of grade 5 students saying that they plan to go to college whereas Markham has 94% of grade 5 students saying they plan to go to college.

### Theory Action

- We will prepare students for the kinds of careers that they want to pursue. We want to show respect for and value the choices that students choose when selecting a vocation that does not require college. We know that all children will
- not go to college but can be successful in a vocational career.

## 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: Markham Elementary

Principal: PAMELA BOOKER

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### 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%

#### Data Analysis

- Looking at 3rd-5th grade students we have 0% of students on honor roll.

#### Theory Action

- We will search for programs to be implemented to address the social/emotional and academic needs of African American males. We will identify African American males who are struggling emotionally and academically.
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## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Markham Elementary

Principal: PAMELA BOOKER

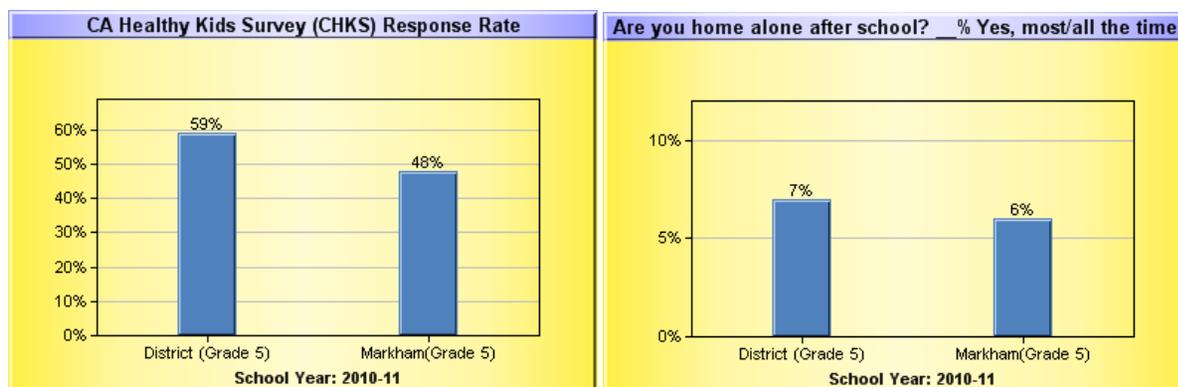
#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### 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.



#### Data Analysis

- We agree that 6% of our students are latchkey students. We provide an after school program to address the tutorial needs of students and to ensure a safe and healthy environment for children to experience.
- The district states that 7% of grade 5 students are home alone before and after school. Markham shows that 6% of grade 5 students are home alone before and after school.

#### Theory Action

- We will continue to implement the after school program to provide tutorial and enrichment to students.

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

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

School: Markham Elementary

Principal: PAMELA BOOKER

#### School Quality Standards relevant to this Strategic Priority

A quality school...

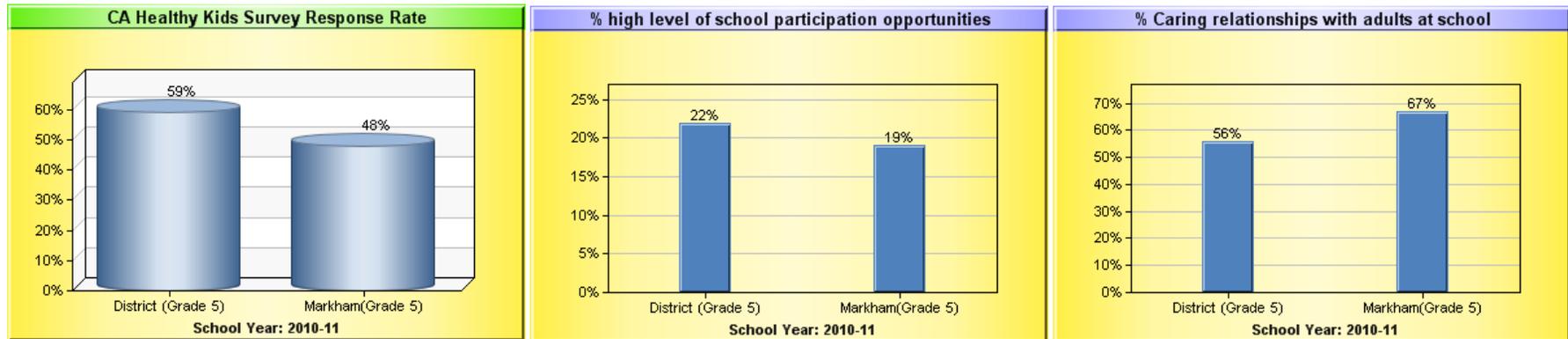
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

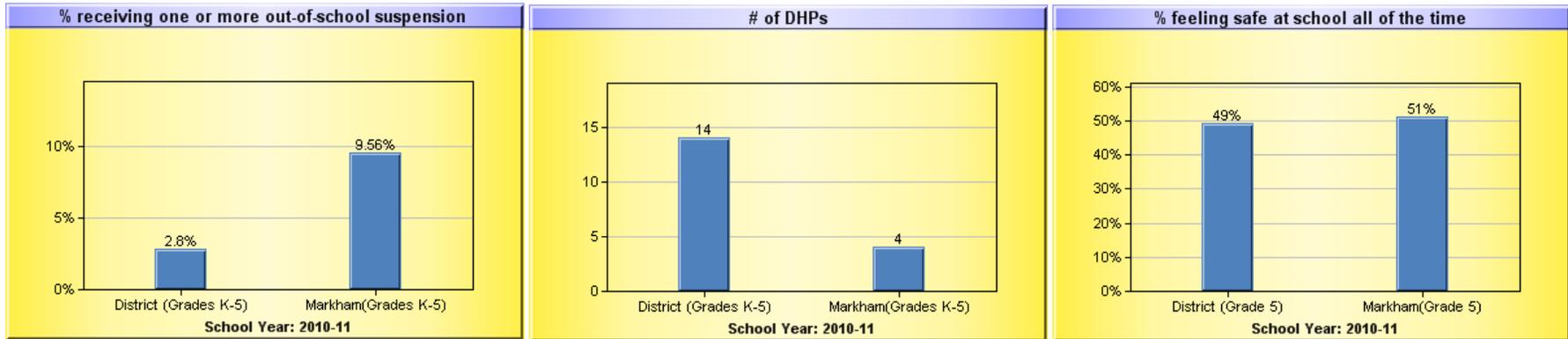
#### From OUSD Strategic Plan:

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%





**Data Analysis**

- When analyzing the data Markham is 2% away from meeting the districts percentage for 5th grade school participation. Markham exceeds the districts percentage by 11% for relationships with adults.
- Markham 's percentage of suspensions supercedes the districts percentage. The district DHPS supercedes Markham DHPS.
- More students at Markham feel safe at school when compared to the districts percentage of students who feel safe at school.
- 22% of the district's 5th graders participate in school. 19% of Markham's 5th graders participate in school. In the district 56% of 5th graders have relationships with adults. At Markham 67% of the 5th graders have relationships with adults.
- The district has 2.8% of students of (K-5) suspensions. Markham has 9.56% of (K-5) suspensions. The district has 14 DHPS. In the district 49% of 5th graders feel safe at school. At Markham 51% of 5th grade students feel safe at school.

**Theory Action**

- We will continue to provide opportunities for school participation that promote relationships with adults. We will implement programs such as Ann Martin , Boys and Men of Color , etc. to help reduce the percentage of suspensions at Markham.
- We will continue to implement programs such as Caring Schools to help build a positive collaborative culture that helps us to continue to maintain low DHP referrals.
- Working together all staff will continue to help students feel safe at school.

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

### Strategic Priority B. Health & Wellness

School: Markham Elementary

Principal: PAMELA BOOKER

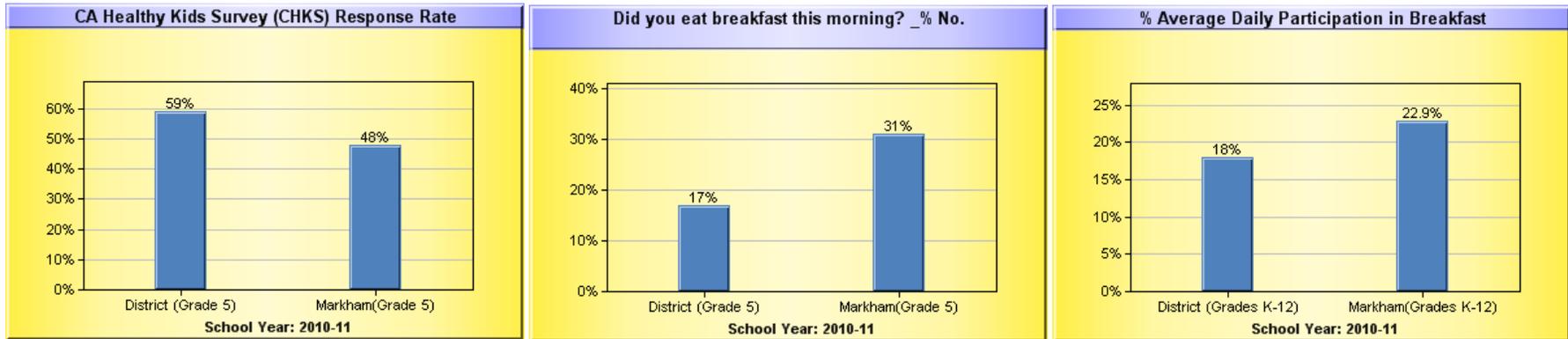
#### School Quality Standards relevant to this Strategic Priority

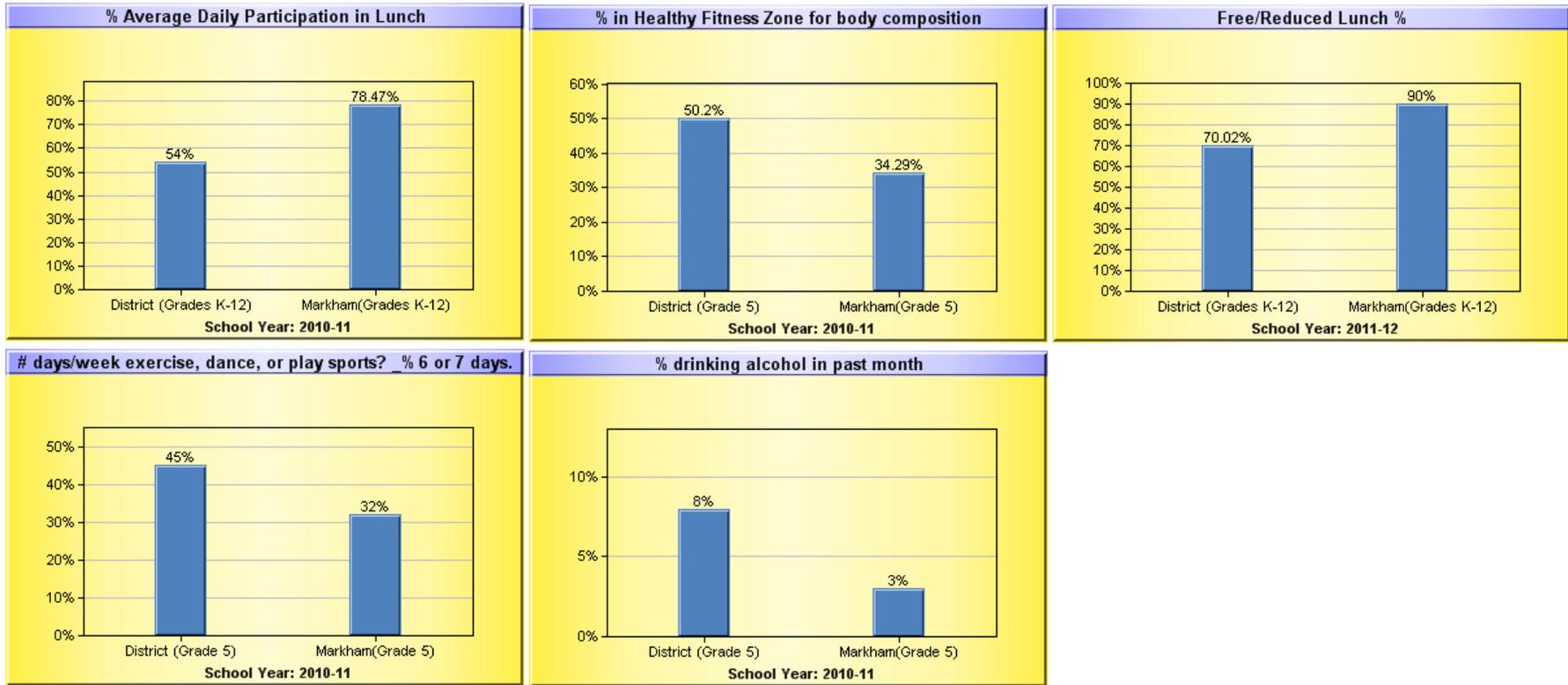
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

#### 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.





**Data Analysis**

- When looking at the data, some students do not eat breakfast in the morning. We have more students, when compared to the district, that participate in breakfast and lunch.
- When compared to the district, we have more students that receive free and reduced lunch.
- 17% of the district's 5th graders doesn't eat breakfast in the morning. 31% of Markham's 5th graders doesn't eat breakfast in the morning. 18% of the district's (K-12) students participate in breakfast. 22.9% of Markham's (K-12) students participate in breakfast. 54% of the district's (K-12) students participate in lunch. 78.47% of Markham's (K-12) students participate in lunch.
- 70.02% of the district's students and 90% of Markham's students receive free/ reduced lunch.

**Theory Action**

- We will create a physically healthy school environment where students can have opportunities to bring and receive nutritious food, free drinking water and be physically active.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will have a school nurse for two days a	improve attendance because	All	on going	Nurse	4/2/2012	138SQI2B3222		3010-Title I	4399-		0	\$16,051.47

week.	students are healthier	Students							SURPLUS			
We will have a school psychologist for two days a week.	decrease in referrals	All Students	on going	Psychologist	4/2/2012	138SQI2B1924	#2	7090-EIA - SCE		PSYCHL0011	0.2	\$21,833.59
We will have a school psychologist for two days a week.	decrease in referrals	All Students	on going	Psychologist	4/2/2012	138SQI2B1925	#2	3010-Title I		PSYCHL0011	0.2	\$21,833.59

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

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Markham Elementary

Principal: PAMELA BOOKER

#### School Quality Standards relevant to this Strategic Priority

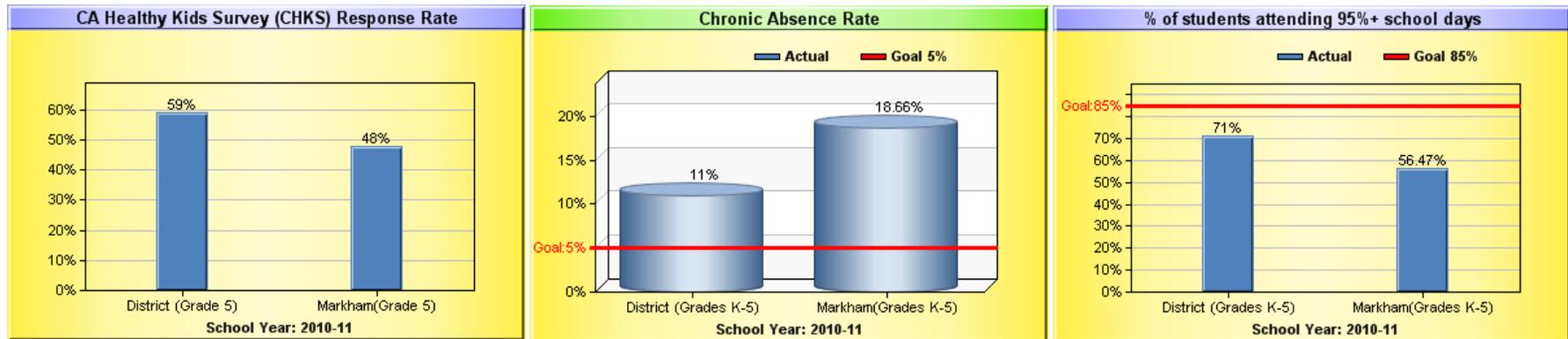
A quality school...

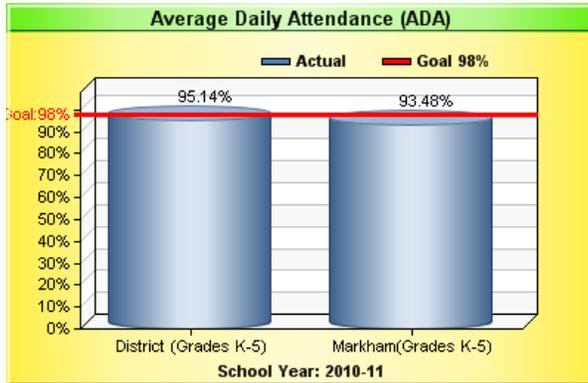
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### 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)





**Data Analysis**

- We have not been able to meet the district's goal of 98% attendance. The students who are chronically absent are the same students. The reasons given for being absent are: they overslept, they didn't have a ride to school.
- Our chronic absence rate is 18.66% in comparison to the district's 11%. Our goal is to reduce chronic absences to 5%. Our attendance for 95% of students attending school is 56.47% in comparison to the district's 71%.
- Our goal is to increase attendance to 98%. Our ADA is 93.48% in comparison to the district's 95.14%. Our goal is to increase attendance to 98%.
- 8% of African American students and 4% of Latino students are chronically absent.

**Theory Action**

- We will implement strategies such as giving incentives for students to attend school regularly. We are also involving the parents through our partnership with OHA to help us increase attendance.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will hire a .5 attendance clerk who will be responsible for calling parents to clear absences.	increased attendance	All Students	on going	attendance clerk	5/7/2012	138SQI2C4259	#1	N/A			0	\$0.00
We will have weekly and monthly incentives to increase attendance.	increased attendance	All Students	on going	all staff	5/7/2012	138SQI2C4258	#2	N/A			0	\$0.00
Staff will model improved promptness and attendance.	increased attendance	All Students	on going	all staff	5/7/2012	138SQI2C4257	#3	N/A			0	\$0.00
We will provide students who improve their attendance with a certificate and recognition.	increased attendance	All Students	on going	all staff	5/7/2012	138SQI2C4256	#4	N/A			0	\$0.00
Markham will partner with OHA to address student attendance.	increased attendance	All Students	on going	all staff and OHA	5/7/2012	138SQI2C4255	#5	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: Markham Elementary

Principal: PAMELA BOOKER

#### School Quality Standards relevant to this Strategic Priority

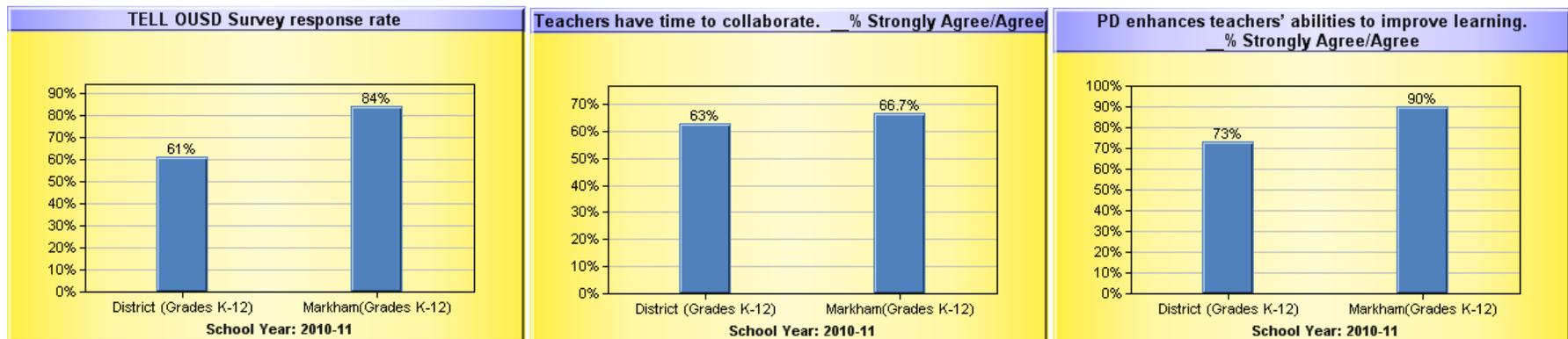
A quality school...

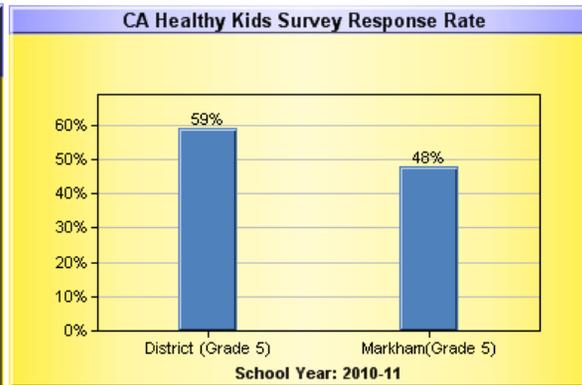
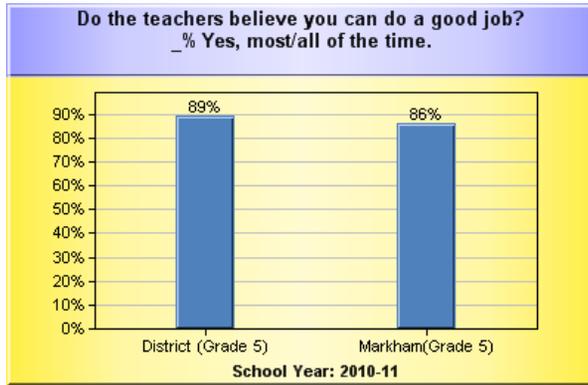
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes 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.

#### 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





**Data Analysis**

- Teachers are collaborating effectively in grade level meetings. Teachers are using PD to enhance their ability to improve learning. Teachers believe they can do a good job.
- 66.7% of Markham teachers believe they are able to collaborate effectively at the school site compared to the district's calculation of 63% of teachers who feel they are able to collaborate effectively. 90% of teachers at Markham
- feel that PD enhances teachers ability to improve learning compared to the district's 73%. 86% of Markham teachers believe they can do a good job compared to the districts 89%.

**Theory Action**

- We will continue to provide weekly grade level planning time. We will continue to provide PD that enhances instruction and increase student achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
We will provide Professional Development twice a month for Reading Language Arts and Math.	increase student achievement	All Students	on going	TSA, teachers, administrators	3/26/2012	138SQI3A1927	#1	7400-QEIA	4300-MATERIALS & SUPPLIES		0	\$194.98

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

### Strategic Priority A. Family & Community Engagement

School: Markham Elementary

Principal: PAMELA BOOKER

**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

**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).

**Data Analysis**

- We currently have Chew n Chat meetings to help parents understand what their child is learning. We have Literacy Nights to help improve children reading skills.
- We are currently working with OHA to help improve student achievement and parent engagement.

**Theory Action**

- We will continue to offer parents and guardians opportunities to actively participate in the academic and social development of their students.
- We build effective partnerships by using principles of student and family engagement.
- We provide opportunities for families to understand what their child is learning; why they're learning it and what it looks like to perform well.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
monthly chew and chat meetings	increased parent engagement	All Students	ongoing	principal	3/28/2012	138SQI4A1926	#1	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,453.03

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Markham Elementary

Principal: PAMELA BOOKER

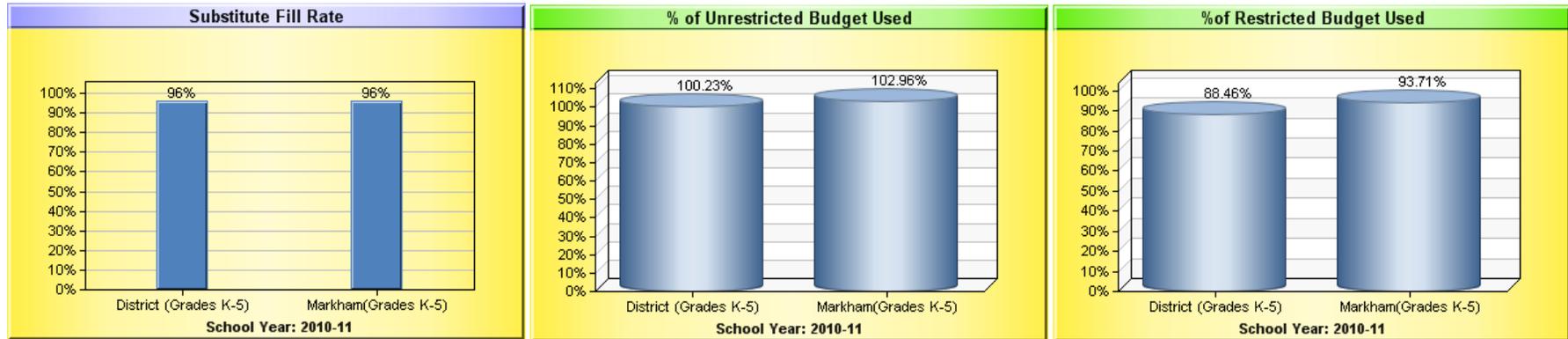
**School Quality Standards relevant to this Strategic Priority**

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.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

**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.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
principal will observe classrooms at least two hours a day	teacher feedback forms		ongoing	principal	5/7/2012	138SQI5A4265	#1	N/A			0	\$0.00
Instructional time will be sacred to maximize teaching and learning tie	improved student achievement	All Students	ongoing	principal	5/7/2012	138SQI5A4269	#2	N/A			0	\$0.00
Safety plan will be implemented to ensure safety of all school members	fewer on site injuries	All Students	ongoing	principal	5/7/2012	138SQI5A4270	#3	N/A			0	\$0.00
Community Leadership meetings will be	sign-sheets (parent	All Students	ongoing	principal	5/7/2012	138SQI5A4271	#4	N/A			0	\$0.00

held once a month	participation)											
Community Leadership meetings will be held once a month	sign-sheets (parent participation)	All Students	ongoing	principal	5/7/2012	138SQI5A4273		N/A			0	\$0.00
Grade level planning will take place twice a month	increased student achievement	All Students	ongoing	principal	5/7/2012	138SQI5A4272	#5	N/A			0	\$0.00

Type into the gray boxes, then print and sign.

**ASSURANCES  
2012-2013**

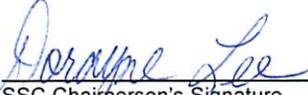
**School Site: Markham Elementary  
Site Number: 138**

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

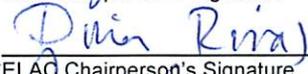
1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form 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 2012-2013 School Year. Yes
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 11/10/11.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/5/12.
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:

  
\_\_\_\_\_  
SSC Chairperson's Signature

Dorayne Lee  
\_\_\_\_\_  
SSC Chairperson's Name (printed)

5/9/12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
ELAC Chairperson's Signature

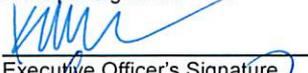
Dina Rivas  
\_\_\_\_\_  
ELAC Chairperson's Name (printed)

5/9/12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Principal Signature

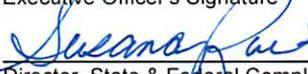
Pamela Booker  
\_\_\_\_\_  
Principal's Name (printed)

5/9/12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Executive Officer's Signature

Kimi Kean  
\_\_\_\_\_  
Executive Officer's Name (printed)

5/11/12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Director, State & Federal Compliance Signature

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

6/8/12  
\_\_\_\_\_  
Date

## School Site Council Membership Roster – Elementary School

**School Name:** Markham

**School Year** 2011-2012

<b>Chairperson:</b> Dorayne Lee	<b>Vice Chairperson:</b> Jemilla Smith
<b>Secretary:</b> Alana Whitt-Smith	<b><u>DAC Representative:</u></b> Renee Gillespie

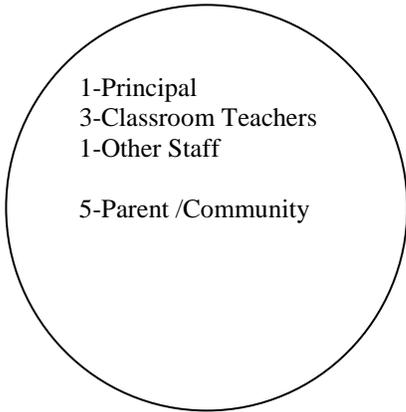
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Dorayne Lee	7220 Krause Avenue		X		
Alana Whitt-Smith	7220 Krause Avenue			X	
Renee Gillespie	7220 Krause Avenue		X		
Brenda Theodore	7220 Krause Avenue		X		
Pamela Booker	7220 Krause Avenue	X			
Dina Rivas	7220 Krause Avenue				X
Francisca Marquez	7220 Krause Avenue				X
LaJaunda Brown	7220 Krause Avenue				X
Jemilla Smith	7220 Krause Avenue				X
Teresa Murillo	7220 Krause Avenue				X
<b>DAC Representative</b>					

<b>Meeting Schedule</b>	SSC meetings will be held the 2 <sup>nd</sup> Thursday of each month at 3:00 in Portable J unless notified otherwise
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**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 members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.



***This form must be completed and submitted to Office of State and Federal Programs, Room 112 OUSD Administration Building, care of Linda Love, on or before October 31, 2011. Fax # 879-8098***

# Title I School Parental Involvement Policy 2012 - 2013

**All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.**

## **Involvement of Parents in the Title I Program**

*Markham elementary* agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.
  - ✚ Each year Markham has a Title I meeting an hour before back to school night begins. The staff that is funded out of Title I funds are introduced and their roles are explained. We inform the parents that we are a Title 1 school. We share how the remaining Title I funds are spent at Markham. We thoroughly discuss the parent rights to participate in the Title 1 program at the district level.
- Offer a flexible number of meetings for parents.
  - ✚ School Site council
  - ✚ Chew and Chat
  - ✚ Title I meeting
  - ✚ Parent-Teacher Conferences
  - ✚ SSTs
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
  - ✚ Monthly Parent Chew and Chat meetings
  - ✚ School Site Council Meetings
- Provides parents of Title I students with timely information about Title I programs.
  - ✚ Parents are given information about Title I programs at the yearly Title I parent meeting.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  - ✚ Back to School Night
  - ✚ Parent Chew and Chat meetings
  - ✚ School site Council meetings
  - ✚ Parent-Teacher Conferences
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - ✚ SSTs
  - ✚ Parent-Teacher Conferences
  - ✚ School Site Council Meetings
  - ✚ Parent Chew and Chat meetings

## School-Parent Compact

*Markham Elementary* 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.

### Building Parent Capacity for Involvement

*Markham Elementary* 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:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress
    - ✚ Parents receive information throughout the school year regarding the content standards, benchmark assessments, proficiency levels and how to monitor student success. This information is disseminated at chew and chat meetings, back to school night, parent-teacher conferences, SSTs and school site council meetings.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - ✚ Literacy Nights
  - ✚ Parent Literacy
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
  - ✚ Quarterly collaboration meeting with staff and parents
- 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.
  - ✚ Quarterly collaboration meeting with staff and parents
- 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.
  - ✚ Quarterly parent newsletter (translated in Spanish)
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
  - ✚ When funding permits, school will fund parent workshops for Title I parents.

## Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
  - ✚ All announcements, parent-teacher conferences, newsletters are all translated for parents.

## 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

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (*Markham Elementary*)'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.

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(Principal's Signature)

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(Date)

## Markham Elementary School Compact

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

### Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress 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 a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Student

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Teacher

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Parent/Guardian

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/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.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> <li>• At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</li> <li>• All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) 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 ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners.</li> <li>• Some SWDs 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Appropriate Instructional program materials</u></b> All students are <u>  X  </u> assessed, <u>  X  </u> placed, and <u>  X  </u> provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Students:</b> 355 All Students. <u>  176  </u> ELs. <u>  344  </u> SWDs.</p> <p><b><u>Appropriate Use</u></b> Identify all that apply: <u>  X  </u> Core materials are used daily as designed. <u>  X  </u> 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.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	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 EL student.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of “current.”	Full implementation means that ELs 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, materials from the previous SBE approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> <li>• Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures.</li> <li>• At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u><b>Appropriate Instructional Program Materials</b></u> All EL students are appropriately <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate SBE-adopted or SBE-approved instructional program materials.  <b>If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:</b>  <u><b>Appropriate Use</b></u> <u>X</u> Materials/ELD components are used daily as designed.				
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.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
<b>1. Instructional Program</b>	1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. <ul style="list-style-type: none"> <li>• Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction.</li> <li>• The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support.</li> <li>• Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																	
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50% X																	
			<b>Key Components</b>																					
			<p><b><u>Appropriate Instructional Program Materials</u></b> All students are <u>X</u> assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Intensive Intervention Students:</b>            All Intensive Learners: Gr. 4 <u>48</u> Gr. 5 <u>32</u> Gr. 6 ___            All Intensive ELs: Gr. 4 <u>25</u> Gr. 5 <u>16</u> Gr. 6 ___            All Intensive SWD's: Gr. 4 <u>4</u> Gr. 5 <u>5</u> Gr. 6 ___</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="4" style="text-align: left;">Number/% Provided SBE-Intensive Intervention</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td style="text-align: center;">%40</td> <td style="text-align: center;">%50</td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td style="text-align: center;">%15</td> <td style="text-align: center;">%13</td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">%10</td> <td></td> </tr> </tbody> </table> <p><b><u>Appropriate Use</u></b> <u>X</u> Materials are used daily as designed.</p>					Number/% Provided SBE-Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students	%40	%50		Intensive ELs	%15	%13		Intensive SWDs
Number/% Provided SBE-Intensive Intervention																								
	Grade 4	Grade 5	Grade 6																					
Total Intensive Students	%40	%50																						
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Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	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.  * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including ELs, SWDs, 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. <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 ELs, students with mathematics difficulties, SWDs, and advanced learners.</li> <li>• Some SWDs 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Appropriate Instructional Program Materials</u></b> All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate SBE-adopted instructional program materials.</p> <p><b><u>Number of Students:</u></b> <u>355</u> All Students. 176 ELs. <u>34</u> SWDs.</p> <p><b><u>Appropriate Use</u></b> Identify all that apply: <u>X</u> Core materials are used daily as designed. X Ancillary 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.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<b>1. Instructional Program</b>	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.  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.	Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> <li>For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace core instruction.</li> <li>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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u><b>Appropriate Instructional Program Materials</b></u> All students are X assessed, X placed, and X provided appropriate SBE-adopted instructional program materials. Students served:  <b>Number of Intensive Intervention Students:</b> All Intensive learners: Gr. 4 <u>32</u> Gr. 5 ___ Gr. 6 ___ All Intensive ELs: Gr. 4 <u>25</u> Gr. 5 ___ Gr. 6 ___ All Intensive SWDs: Gr. 4 <u>5</u> Gr. 5 ___ Gr. 6 ___  <u><b>Appropriate Us</b></u> X 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.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
1. Instructional Program	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 grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.  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.	Full implementation means that all students in grade eight, including identified ELs, SWDs, 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 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. <ul style="list-style-type: none"> <li>• The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year.</li> <li>• Some SWDs 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally									
			1.6	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%									
			<b>Key Components</b>													
<p><b><u>Appropriate Instructional Program Materials</u></b> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Intensive Intervention Students:</b> All Intensive Learners: Gr. 8 ___ All Intensive ELs: Gr. 8 ___ All Intensive SWDs: Gr. 8 ___</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: left;">Number Provided SBE-Algebra Readiness</th> </tr> <tr> <th style="width: 80%;"></th> <th style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td></td> </tr> <tr> <td>ELs</td> <td></td> </tr> <tr> <td>SWDs</td> <td></td> </tr> </tbody> </table> <p><b><u>Appropriate Use</u></b> _____ Materials are used daily as designed.</p>							Number Provided SBE-Algebra Readiness			Grade 8	Total Students		ELs		SWDs	
Number Provided SBE-Algebra Readiness																
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Documentation		Additional Comments														
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Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																						
<b>2. Instructional Time</b>	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions: <ul style="list-style-type: none"> <li>• Kindergarten: 60 minutes</li> <li>• Grades one through three: 2.5 hours</li> <li>• Grades four through six: 2.0 hours</li> <li>• Grades six through eight: 2.0 hours (or up to two periods)</li> </ul>	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruptions.</li> </ul> ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective	Fully	Substantially	Partially	Minimally																																																		
			2.1	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%																																																		
			<b>Key Components</b> <u>Appropriate Allocation of Daily Instructional Time</u> _____ Time is given priority and protected from interruptions.  <b>Identify the number of instructional minutes (length of periods) offered at each grade level.</b>																																																						
<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="10" style="text-align: left;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td>180</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Number of Instructional Minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	180	180	180	180	180	180				ELs	180	180	180	180	180	180				SWDs	180	180	180	180	180	180								
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Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
2. Instructional Time	2.2 The school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials. <ul style="list-style-type: none"> <li>• Kindergarten through grade six: 30 minutes</li> <li>• Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course.</li> </ul>	Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs 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"> <li>• This time is given priority and protected from interruptions</li> <li>• 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.</li> <li>• All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs.</li> <li>• This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency.</li> <li>• For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core.               <ul style="list-style-type: none"> <li>– For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course.</li> <li>– 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</li> </ul> </li> </ul>	Objective	Fully	Substantially	Partially	Minimally		
			2.2	4 100% X	3 At least 75%	2 At least 50%	1 Less than 50%		
			<b>Key Components</b>						
<p><u>Appropriate Allocation of Daily Instructional Time</u>            X___ Time is given priority and protected from interruptions.</p> <p>Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.</p>									
<b>Number of Students at each grade level</b>									
	K	1	2	3	4	5	6	7	8
All Strategic	19	9	12	11	22	24			
All HP Strategic	5	8	7	9	11	12			
All HP Strategic provided 30-45 additional minutes or a support period	8	8	6	8	15	11			

**Markham Elementary  
Academic Program Survey—Elementary School Level**

		<p>ancillary materials to support their achievement of grade-level skills and concepts in their core RLA classroom.</p> <ul style="list-style-type: none"> <li>The SBE-basic 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.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10"><b>Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</b></th> </tr> <tr> <th></th> <th><b>K</b></th> <th><b>1</b></th> <th><b>2</b></th> <th><b>3</b></th> <th><b>4</b></th> <th><b>5</b></th> <th><b>6</b></th> <th><b>7</b></th> <th></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Additional time provided all HP Strategic students</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Additional time provided all HP Strategic ELs</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Additional time provided all HP Strategic SWDs</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Describe assessment and placement criteria for high-priority strategic students.</p> <p>Describe differentiated support for students not needing an additional strategic period:</p>	<b>Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</b>											<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>		Additional time provided all HP Strategic students	30	30	45	45	45	45				Additional time provided all HP Strategic ELs	30	30	45	45	45	45				Additional time provided all HP Strategic SWDs	30	30	30	30	30	30			
<b>Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</b>																																																					
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Additional time provided all HP Strategic SWDs	30	30	30	30	30	30																																															

Documentation	Additional Comments	
	Reading/Language Arts/ELD	
District Instructional Regulations:		
School Instructional Regulations:		
Attach appropriate documents		

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
<b>2. Instructional Time</b>	<p>2.3 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 ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> <li>• Kindergarten through grade six: 30-60 minutes</li> <li>• Grades six through eight: 30-60 minutes (or up to one period)</li> </ul>	<p>Full implementation means that that the school’s schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs 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 adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.</p> <ul style="list-style-type: none"> <li>• ELs are appropriately placed into ELD using CELDT and all available English proficiency measures.</li> <li>• Districts that 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 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists.</li> <li>• Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists.</li> <li>• ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally									
			2.3	4 100% ✕	At least 75%	At least 50%	Less than 50%									
			<b>Key Components</b>													
			<p><b><u>Appropriate Allocation of Daily Instructional Time</u></b> Identify all that apply:</p> <p><input checked="" type="checkbox"/> Time is given priority and protected from Interruptions.</p> <p><input checked="" type="checkbox"/> ELD instruction is additional time in the schedule.</p> <p><b>Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th style="width: 20%;">Proficiency Levels</th> <th style="width: 20%;">Levels 1-2</th> <th style="width: 20%;">Level 3</th> <th style="width: 20%;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td style="text-align: center;">60</td> <td style="text-align: center;">32</td> <td style="text-align: center;">74</td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students	60	32	74	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Level 4-5													
# of Students	60	32	74													
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	30	30	30													
Documentation		Additional Comments														
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Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																															
2. Instructional Time	2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>• Grades four through six: 2.5-3.0 hours</li> <li>• Grades six through eight: 2.5-3.0 hours (or up to three periods)</li> </ul>	Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>• This time is given priority and protected from interruption.</li> <li>• Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level.</li> <li>• The school 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.</li> <li>• The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																											
			2.4	4 100%	3 At least 75% X	2 X At least 50%	1 Less than 50%																											
			<b>Key Components</b>																															
			<p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>  <u>X</u> Time is given priority and protected from interruptions.</p> <p><b>Indicate total length (minutes) designated for intensive intervention:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="6" style="text-align: left; padding: 5px;"><b>Number of Instructional Minutes at each grade level</b></th> </tr> <tr> <th style="width: 70%;"></th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 5%;">8</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">All Intensive learners</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Intensive Els</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Intensive SWDs</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					<b>Number of Instructional Minutes at each grade level</b>							4	5	6	7	8	All Intensive learners	30	30				Intensive Els	30	30				Intensive SWDs	30	30
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School Instructional Regulations:																																		
Attach appropriate documents																																		

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																													
<b>2. Instructional Time</b>	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions. <ul style="list-style-type: none"> <li>• Kindergarten: 30 minutes</li> <li>• Grades one through six: 60 minutes</li> <li>• Grades six through eight: 50-60 minutes (or one period)</li> </ul>	Full implementation means that the school 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 ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>• This time is given priority and is protected from interruptions.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																																									
			2.5	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%																																																									
			<b>Key Components</b>																																																													
			<p><b>Appropriate Allocation of Daily Instructional Time</b>  <u>X</u> Time is given priority and protected from interruptions.</p> <p><b>Identify Number (#) of Instructional Minutes offered at each grade level:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="10"># of Instructional Minutes @ each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td>90</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> </tr> </tbody> </table> <p><b># For Algebra Readiness see 2.7</b></p>					# of Instructional Minutes @ each grade level											K	1	2	3	4	5	6	7	8	All Students	90	90	90	90	90	90				ELs	90	90	90	90	90	90				SWDs	90	90	90	90	90	90										
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All Students	90	90	90	90	90	90																																																										
ELs	90	90	90	90	90	90																																																										
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Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																														
<b>2. Instructional Time</b>	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials. <ul style="list-style-type: none"> <li>• Kindergarten through grade six: 15-30 minutes</li> <li>• Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course.</li> <li>• Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course.</li> </ul>	<p>Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district 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"> <li>• For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards.</li> <li>• For grades six and seven, strategic students are assessed and need additional instructional time beyond the core.               <ul style="list-style-type: none"> <li>– For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course.</li> <li>– Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/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.</li> </ul> </li> <li>• For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards.</li> <li>• For grade eight, strategic learners are assessed and need additional instructional time beyond the core.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																																										
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<b>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.</b>																																																																	
<table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr> <th colspan="9" style="text-align: center;"># of Students at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">K</th> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td style="text-align: center;">25</td> <td style="text-align: center;">28</td> <td style="text-align: center;">32</td> <td style="text-align: center;">31</td> <td style="text-align: center;">29</td> <td style="text-align: center;">35</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP Strategic</td> <td style="text-align: center;">19</td> <td style="text-align: center;">15</td> <td style="text-align: center;">18</td> <td style="text-align: center;">22</td> <td style="text-align: center;">23</td> <td style="text-align: center;">20</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP ELs</td> <td style="text-align: center;">15</td> <td style="text-align: center;">10</td> <td style="text-align: center;">9</td> <td style="text-align: center;">9</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP SWDs</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							# of Students at each grade level										K	1	2	3	4	5	6	7	8	All Strategic	25	28	32	31	29	35				All HP Strategic	19	15	18	22	23	20				All HP ELs	15	10	9	9	12	13				All HP SWDs	5	4	3	1	7	8			
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**Markham Elementary  
Academic Program Survey—Elementary School Level**

– For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course.

– Some grade eight strategic 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 kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will 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.

<b>Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.</b>									
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Additional time provided to all HP strategic students	30	30	30	30	30	30			
Additional time provided to HP EI strategic students	30	30	30	30	30	30			
Additional time provided to all HP SWD strategic students	30	30	30	30	30	30			

Documentation	
	Mathematics
District Instructional Regulations:	
School Instructional Regulations:	
Attach appropriate documents	

Additional Comments

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																	
2. Instructional Time	<p>2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.</p> <ul style="list-style-type: none"> <li>• Grades four through six: 15-30 minutes.</li> <li>• Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed.</li> </ul> <p>For districts using the 2007 SBE-adoption:</p> <ul style="list-style-type: none"> <li>• Grade eight: One period of Algebra Readiness daily for identified intervention students.</li> </ul>	<p>Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention 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 intensive intervention students.</p> <ul style="list-style-type: none"> <li>• For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards.</li> <li>• For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program.</li> </ul> <p><b>For districts using the 2008 SBE-adoption:</b></p> <ul style="list-style-type: none"> <li>• The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed.</li> <li>• For grade eight, 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.</li> </ul> <p><b>For districts using the 2001 SBE adoptions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																													
			2.7	4 100% X	3 At least 75%	2 At least 50%	1 Less than 50%																													
			<p><b>Key Components</b></p> <p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>  X Time is given priority and protected from interruptions.</p> <p><b>Indicate total number of <u>additional</u> minutes:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="6" style="text-align: center;"># of Instructional Minutes at each grade level</th> </tr> <tr> <th style="width: 20%;"></th> <th style="width: 10%;">4</th> <th style="width: 10%;">5</th> <th style="width: 10%;">6</th> <th style="width: 10%;">7</th> <th style="width: 10%;">Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							# of Instructional Minutes at each grade level							4	5	6	7	Algebra Readiness	All Intensive Learners	30	30				All Intensive ELs	30	30				All Intensive SWDs	30	30
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Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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 documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that the annual district instructional/assessment pacing guides are in dally use to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).</p> <ul style="list-style-type: none"> <li>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.</li> <li>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 RLA/ELD content 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100% ✗	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u>Instructional/Assessment Pacing Guides</u> <input checked="" type="checkbox"/> distributed to each grade level <input checked="" type="checkbox"/> used daily at each grade level  <u>Pacing Guide Use Monitored</u> <input type="checkbox"/> <input checked="" type="checkbox"/> Principal monitors daily use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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 documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the current SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school).</p> <ul style="list-style-type: none"> <li>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.</li> <li>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 mathematics content 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<p><b>Key Components</b></p> <p><b><u>Instructional/Assessment Pacing Guides</u></b>  <input checked="" type="checkbox"/> Distributed to each grade level.  <input checked="" type="checkbox"/> Used daily at every grade level.</p> <p><b><u>Pacing Guide Use Monitored</u></b>  <input checked="" type="checkbox"/> Principal monitors daily use.</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
<b>4. School Administrator Instructional Leadership Training</b>	<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 RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs).</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 RLA/ELD or intensive reading intervention program.</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 RLA/ELD core or intervention 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"> <li>• The current RLA/ELD core or intensive reading intervention materials.</li> <li>• The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;</li> <li>• Curriculum Framework language and the academic content standards addressed in the materials; and</li> <li>• The use of the instructional/assessment pacing guide.</li> </ul> <p>The remaining eight hours focus on the following:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;</li> </ul>	Objective	Fully	Substantially	Partially	Minimally		
			4.1	4 100% X	3 At least 75%	2 At least 50%	1 Less than 50%		
			<p style="text-align: center;"><b>Key Components</b></p> <p><b><u>Training and Practicum Completed</u></b></p> <p>Principal  <input checked="" type="checkbox"/> Training in RLA/ELD.  <input checked="" type="checkbox"/> Structured Practicum.*</p> <p>Vice Principal  <input type="checkbox"/> Training in RLA/ELD.  <input type="checkbox"/> Structured Practicum.*</p> <p>* Refer to suggested practicum activities in EPC 3.3.</p>						

Markham Elementary  
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	<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"> <li>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 using research-based practices to plan and deliver instruction to meet varying student needs.</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Assembly Bill (AB) 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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 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 mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.  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 mathematics program.  *Note: In cases where an	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum.</p> <p>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"> <li>The current SBE adopted mathematics materials used in the school;</li> <li>The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners;</li> <li>Curriculum Framework language and the academic content standards addressed in the materials; and</li> <li>The use of the instructional/assessment pacing guide.</li> </ul> <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> <li>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;</li> <li>Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices;</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			4.2	4 100% X	3 At least 75%	2 At least 59% X	1 Less than 50%
			<b>Key Components</b>				
<b><u>Training and Practicum Completed</u></b>							
Principal __X__ training in Mathematics __X__ Structured Practicum.*							
Vice Principal __NA__ Training in Mathematics. __NA__ Structured Practicum.*							
* Refer to suggested targeted professional development and support list.							

Markham Elementary  
**Academic Program Survey—Elementary School Level**

	<p>administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.</p>	<ul style="list-style-type: none"> <li>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 using research-based practices to plan and deliver instruction to meet varying student needs.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Markham Elementary  
**Academic Program Survey—Elementary School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. School Administrator Instructional Leadership	4.3 The district provides and monitors on-going targeted professional development and support	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.					
			4.3	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%

Markham Elementary  
**Academic Program Survey—Elementary School Level**

<p><b>Training</b></p>	<p>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>	<p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> <li>• Development, use, and monitoring of classroom observation protocols to include:             <ul style="list-style-type: none"> <li>– Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide.</li> <li>– The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs.</li> </ul> </li> <li>• Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.</li> <li>• Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback.</li> <li>• Participation in Modules 2 and 3 of the Administrator Training Program.</li> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Training on Response to Instruction and Intervention (RtI<sup>2</sup>) including support on providing tiered intervention; and implementation and monitoring of standards-based IEP.</li> <li>• Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials.</li> <li>• 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.</li> <li>• Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.</li> </ul>	<p style="text-align: center;"><b>Key Components</b></p> <p><b><u>Principal's Professional Development</u></b>          ___X_ Completed.</p> <p><b>Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)</b></p> <p><b>Professional development on:</b>  <b>Envision math</b>  <b>Open Court Reading Program</b>  <b>District Math Instructional Pacing Guide</b>  <b>District Open Court reading pacing guides</b>  <b>Dist Reading and Math Benchmark Assessments</b>  <b>Diebels Kindergarten and First Grade Benchmark Assessments</b>  <b>Literacy Coaching</b>  <b>Data Driven Instruction (Analyzing Data)</b>  <b>Common Core</b></p>
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Markham Elementary  
**Academic Program Survey—Elementary School Level**

Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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 Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			___X___ <b>Percentage of fully credentialed, highly-qualified teachers.</b>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District Senate Bill (SB) 472, Completion Records:							
Approved Provider Information:							
Date of Offerings:							
Attach appropriate documents.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																					
			Objective	Fully	Substantially	Partially	Minimally																																	
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/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 RLA/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 EPCs.  This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of	<p>Full implementation means that all teachers of RLA/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 RLA/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 ELs and SWDs, 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. Some practicum activities might include:</p> <ul style="list-style-type: none"> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in Grade 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.</li> <li>• 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																																	
			5.2	4 100% X	3 At least 75%	2 At least 50%	1 Less than 50%																																	
			<b>Key Components</b>																																					
			<p><b><u>Training and Practicum Completed:</u></b></p> <p>Indicate number of teachers at each grade level and number completing training and practicum.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"># of Teachers</th> <th style="text-align: center;">40-hour Training</th> <th style="text-align: center;">80-hours of Structured Practicum</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 1</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">Grade 2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">Grade 3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">Grade 4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Grade 5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Grade 6</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Grade 7</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Grade 8</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						# of Teachers	40-hour Training	80-hours of Structured Practicum	Grade 1	3	3	3	Grade 2	3	3	3	Grade 3	3	3	3	Grade 4	5	5	5	Grade 5	5	5	5	Grade 6				Grade 7				Grade 8
	# of Teachers	40-hour Training	80-hours of Structured Practicum																																					
Grade 1	3	3	3																																					
Grade 2	3	3	3																																					
Grade 3	3	3	3																																					
Grade 4	5	5	5																																					
Grade 5	5	5	5																																					
Grade 6																																								
Grade 7																																								
Grade 8																																								
* Refer to suggested practicum activities.																																								

Markham Elementary  
**Academic Program Survey—Elementary School Level**

	<p>school/district professional development plan.</p>	<ul style="list-style-type: none"> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on Rtl<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• 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.</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.3 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 EPCs.  This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the	<p>Full implementation means that all teachers of mathematics 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 ELs and SWDs, 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"> <li>• Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program.</li> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in Grade 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			5.3	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<b><u>Training and Practicum Completed</u></b>				
Indicate number of teachers at each grade level and number completing training and practicum.							
		<b># of Teachers</b>	<b>40-hour Training</b>	<b>80-hours of Structured Practicum</b>			
Grade 1		3	3	3			
Grade 2		3	3	3			
Grade 3		3	3	3			
Grade 4		5	5	5			
Grade 5		5	5	5			
Grade 6							
Grade 7							
Algebra 1							
Algebra Readiness							
* Refer to suggested practicum activities.							

Markham Elementary  
**Academic Program Survey—Elementary School Level**

	<p>adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards.</li> <li>• Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• 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.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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 RLA/ELD 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 teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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, ELs, SWDs, benchmark, and advanced learners.</li> <li>The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.</li> <li>The principal structures and monitors the use and impact of coaching services on students' achievement.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75% X	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u>Coaches/content experts/specialists</u> _____ Type of instructional assistance. ___X___ Works primarily in classrooms.  <b>Describe type of classroom/teacher assistance regularly provided to teachers: Coaching, in-service on Reading / language Arts, In-Service on analyzing data, grade level team meetings to plan standards aligned instruction in ELA and Math, peer observations</b>  <b>Describe criteria used for identifying and providing coaching support: principal classroom observations and teacher request</b>  <u>Monitoring Coaching System</u> ___X___ Principal structures/monitors instructional assistance services.  <u>Trained Coaches/ Content Experts/Specialists</u> ___X___ Completed SBE-adopted materials-based training (identify which program[s]). ___X___ Completed English Learner Professional Development (ELPD).  <b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							

Markham Elementary  
**Academic Program Survey—Elementary School Level**

Attach appropriate documents.	
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Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. 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 teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> <li>The ongoing instructional assistance includes ensuring that 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.</li> <li>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, ELs, SWDs, benchmark, and advanced learners.</li> <li>The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers.</li> <li>The principal structures and monitors the use and impact of coaching services on students' achievement.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75% X	2 At least 50%	1 Less than 50%
<b>Key Components</b>							
<b>Coaches/content experts/specialists:</b>							
<input type="checkbox"/> Type of instructional assistance. <input checked="" type="checkbox"/> Works primarily in classrooms.							
<b>Describe type of classroom/teacher assistance regularly provided to teachers: lesson planning, elbow teaching, lesson debriefing</b>							
<b>Describe criteria used for identifying and providing coaching support: principal's observations and /or teacher request</b>							
<b>Monitoring Coaching System</b>							
<input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.							
<b>Trained Coaches/ Content Experts/Specialists</b>							
<input checked="" type="checkbox"/> Completed SBE-adopted materials-based training (identify which program[s]).							
<input checked="" type="checkbox"/> Completed ELPD.							
<b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</b>							
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	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 RLA/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, diagnosis, 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 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"> <li>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 practices, and determine effectiveness of instructional practices and implementation of the adopted programs.</li> <li>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 ELs and SWDs.</li> <li>Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;"><b>Key Components</b></p> <p><b><u>Ongoing Assessment and Monitoring System</u></b>  <input checked="" type="checkbox"/> District supported electronic data management system.  <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.  <input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.  <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.  <input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p><b><u>Training on Accessing and Using Electronic Data System</u></b>  <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p>				

Markham Elementary  
**Academic Program Survey—Elementary School Level**

			<p><b>Using Formative Assessment Results</b></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	
	Reading/Language Arts/ELD		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels			
Classroom:			
District:			
Attach appropriate documents.			

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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 basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, 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 student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> <li>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 practices, and determine effectiveness of instructional practices and implementation of the adopted programs.</li> <li>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 ELs and SWDs.</li> <li>Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;"><b>Key Components</b></p> <p><b><u>Ongoing Assessment and Monitoring System</u></b></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 checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p><b><u>Training on Accessing and Using Electronic Data System</u></b></p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p>				

Markham Elementary  
**Academic Program Survey—Elementary School Level**

			<p><b><u>Using Formative Assessments Results</u></b>  <input checked="" type="checkbox"/> Curriculum embedded/formative assessments administered frequently.  <input checked="" type="checkbox"/> School-wide assessment calendar developed and used.  <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Mathematics		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels -			
Classroom:			
District			
Attach appropriate documents.			

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<b>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</b>	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for 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 SBE-adopted RLA/ELD programs.	<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 a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> <li>• Teachers are trained in collaboration meeting protocols.</li> <li>• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:               <ul style="list-style-type: none"> <li>– Entry-level placement and/or diagnostic;</li> <li>– Progress monitoring, including frequent formative and curriculum-embedded; and</li> <li>– Summative benchmark assessments.</li> </ul> </li> <li>• 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 ELs and SWDs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100% X	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <b><u>Scheduled Structured Collaboration Meetings</u></b> <input type="text" value="2"/> Number per month. <input checked="" type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate. <input type="checkbox"/> Meetings are structured; protocols/tools are developed and used. <input checked="" type="checkbox"/> Training for collaboration meeting protocols provided to teachers. <input type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.  <b><u>Collaborative Meeting Discussion Content</u></b> <input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students. <input checked="" type="checkbox"/> Strengthening program implementation. <input checked="" type="checkbox"/> Designing and improving lessons and instruction. <input checked="" type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<b>8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal</b>	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.	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. <ul style="list-style-type: none"> <li>• Teachers are trained in collaboration meeting protocols.</li> <li>• Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:               <ul style="list-style-type: none"> <li>– Entry-level placement and/or diagnostic;</li> <li>– Progress monitoring, including frequent formative and curriculum-embedded assessments; and</li> <li>– Summative benchmark assessments.</li> </ul> </li> <li>• 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 ELs and SWDs.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b> <b><u>Scheduled Structured Collaboration Meetings:</u></b> ___2___ Number per month. ___X___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ___X___ Meetings are structured; protocols/tools are developed and used. ___X___ Training for collaboration meeting protocols provided to teachers. ___X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ___X___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.  <b><u>Collaborative Meeting Discussion Content</u></b> ___X___ Using and analyzing timely student common assessment results from all students. ___X___ Strengthening program implementation. ___X___ Designing and improving lessons and instruction. ___X___ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> <li>The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>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 SPSA.</li> <li>The district requires that SPSA expenditures detail EPC alignment.</li> <li>District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<p><b>Key Components</b></p> <p><b><u>Allocation of Funds</u></b>  <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><b><u>Coordination of Funds</u></b>  <input checked="" type="checkbox"/> The SPSA Aligns to the activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Plan uses all revenues appropriately.							
Attach appropriate documents.							

Markham Elementary  
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	<p>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 SPSA.</p> <ul style="list-style-type: none"> <li>• The SPSA is aligned with the goals and activities in the LEA Plan.</li> <li>• 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 SPSA.</li> <li>• The district requires that SPSA expenditures detail EPC alignment.</li> <li>• District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100% ✕	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<p><b><u>Allocation of Funds</u></b>  <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><b><u>Coordination of Funds</u></b>  <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							

## **SPSA Appendix: Program Improvement Restructuring & Achievement Acceleration Plan**

Each PI Year 4 school will identify 3 Critical Practices, that represent a “major restructuring” of the school’s instructional approach, organizational design, and/or governance. These 3 practices must make “fundamental reforms and lead to improved academic student achievement.”

### **VISION of Restructuring:**

*What 3 Critical Practices did you select and why? What is your vision for the acceleration of student achievement, and how will these 3 practices bring this about?*

*The three critical practices selected for restructuring at Markham Elementary School are the implementation of balanced literacy across K-5, implementation of strategies that will improve attendance across grades K-5 and the implementation of strategies that will aid to increase parent involvement.*

*Our vision for acceleration of student achievement is to hold ourselves accountable for student achievement. Staff, families and community members will nurture, guide and challenge all students to become productive citizens, lifelong learners and critical thinkers. Through rigorous instruction and conscientious modeling, we as staff, students, families and community members will hold ourselves to high standards and accept responsibility for ourselves and each other.*

*The three critical practices listed above will support us in fulfilling our vision of increasing student achieve as implementing a balanced literacy program will support our students in being able to read on grade level or above and comprehend text. Students will also be able to write effectively using various genres, such as narrative and persuasive. Students will also be able to write across the curriculum as integrate science and social studies into the writing process. Focusing on and implementing attendance strategies will support students attending school every day and on time to receive rigorous instruction in all core areas. Implementing strategies that focus on parent engagement will support our need to parent with each parent in their child’s education. Our goal is to help parents to understand that they are wanted and needed at Markham Elementary School and that they are partners with us in their child’s education.*

**Critical Practice #1**  
**Implementation of Balanced Literacy Program in grades K-5**

Key School Targets/Outcomes:

1. Students are reading at grade level
2. Students understand the text (Reading Comprehension)

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
<p>(2013)</p> <ol style="list-style-type: none"> <li>1. A rigorous balanced literacy program is being taught by every teacher in every classroom</li> <li>2. Every teacher engages in ELA professional development</li> <li>3. Grade level PLCs occur once a month to plan and discuss the balanced literacy program at Markham</li> <li>4. All teachers differentiate ELA instruction to meet the needs of all students</li> <li>5. Principal and TSA will support full implementation of balanced literacy</li> </ol>	<p>(2014)</p> <ol style="list-style-type: none"> <li>1. A rigorous balanced literacy program is being taught by every teacher in every classroom</li> <li>2. Every teacher engages in ELA professional development</li> <li>3. Grade level PLCs occur once a month to plan and discuss the balanced literacy program at Markham</li> <li>4. All teachers differentiate ELA instruction to meet the needs of all students</li> <li>5. Principal and TSA will support full implementation of balanced literacy</li> </ol>	<p>(2015)</p> <ol style="list-style-type: none"> <li>1. A rigorous balanced literacy program is being taught by every teacher in every classroom</li> <li>2. Every teacher engages in ELA professional development</li> <li>3. Grade level PLCs occur once a month to plan and discuss the balanced literacy program at Markham</li> <li>4. All teachers differentiate ELA instruction to meet the needs of all students</li> <li>5. Principal and TSA will support full implementation of balanced literacy</li> </ol>

<p>6. All Teachers in grades K-5 will implement independent reading</p> <p>7. Teachers will create opportunities for small group learning to support those students not meeting ELA standards (workshop)</p> <p>8. All teachers continue to teach Language for Learning (K/1) and Language for Learning (2-5) to address the language needs of all students</p> <p>9. All teachers teach the writing process using appropriate genres</p> <p>10. All teachers teach writing cross the curriculum</p> <p>We will examine the effectiveness of this critical practice by:</p> <ul style="list-style-type: none"> <li>• Examining and analyzing student benchmark data which includes fluency, reading comprehension and writing data</li> <li>• Developing grade level focus groups to discuss program effectiveness</li> </ul>	<p>6. All Teachers in grades K-5 will implement independent reading</p> <p>7. Teachers will create opportunities for small group learning to support those students not meeting ELA standards (workshop)</p> <p>8. All teachers continue to teach Language for Learning (K/1) and Language for Learning (2-5) to address the language needs of all students</p> <p>9. All teachers teach the writing process using appropriate genres</p> <p>10. All teachers teach writing cross the curriculum</p> <p>We will examine the effectiveness of this critical practice by:</p> <ul style="list-style-type: none"> <li>• Examining and analyzing student benchmark data which includes fluency, reading comprehension and writing data</li> <li>• Developing grade level focus groups to discuss program effectiveness</li> </ul>	<p>6. All Teachers in grades K-5 will implement independent reading</p> <p>7. Teachers will create opportunities for small group learning to support those students not meeting ELA standards (workshop)</p> <p>8. All teachers continue to teach Language for Learning (K/1) and Language for Learning (2-5) to address the language needs of all students</p> <p>9. All teachers teach the writing process using appropriate genres</p> <p>10. All teachers teach writing cross the curriculum</p> <p>We will examine the effectiveness of this critical practice by:</p> <ul style="list-style-type: none"> <li>• Examining and analyzing student benchmark data which includes fluency, reading comprehension and writing data</li> <li>• Developing grade level focus groups to discuss program effectiveness</li> </ul>
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- Conducting interviews with random students to hear their ideas on the balanced literacy program at Markham

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## Critical Practice #2 Improving Attendance

### Key School Targets:

1. 98% percent attendance each week of school
2. 80% proficient in ELA

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
<p>(2013)</p> <ol style="list-style-type: none"> <li>1. parents will bring their children to school every day</li> <li>2. Parents will bring or send their children to school on time every day</li> <li>3. Parents will send their children to school ready to learn every day</li> <li>4. School staff will receive students each day with a positive attitude so that students will feel welcomed and safe while at school</li> <li>5. Attendance clerk will verify absences each day</li> </ol>	<p>(2014)</p> <ol style="list-style-type: none"> <li>1. parents will bring their children to school every day</li> <li>2. Parents will bring or send their children to school on time every day</li> <li>3. Parents will send their children to school ready to learn every day</li> <li>4. School staff will receive students each day with a positive attitude so that students will feel welcomed and safe while at school</li> <li>5. Attendance clerk will verify absences each day</li> </ol>	<p>(2015)</p> <ol style="list-style-type: none"> <li>1. parents will bring their children to school every day</li> <li>2. Parents will bring or send their children to school on time every day</li> <li>3. Parents will send their children to school ready to learn every day</li> <li>4. School staff will receive students each day with a positive attitude so that students will feel welcomed and safe while at school</li> <li>5. Attendance clerk will verify absences each day</li> </ol>

<p>6. Attendance clerk will conduct SART meetings as needed</p> <p>7. Principal and Attendance clerk will conduct monthly attendance assemblies to honor students with perfect attendance and those with much improved attendance</p> <p>We will examine the effectiveness of this critical practice by:</p> <ul style="list-style-type: none"><li>• Analyzing attendance data</li><li>• Meeting our weekly goal of 98% attendance</li></ul>	<p>6. Attendance clerk will conduct SART meetings as needed</p> <p>7. Principal and Attendance clerk will conduct monthly attendance assemblies to honor students with perfect attendance and those with much improved attendance</p> <p>We will examine the effectiveness of this critical practice by:</p> <ul style="list-style-type: none"><li>• Analyzing attendance data</li><li>• Meeting our weekly goal of 98% attendance</li></ul>	<p>6. Attendance clerk will conduct SART meetings as needed</p> <p>7. Principal and Attendance clerk will conduct monthly attendance assemblies to honor students with perfect attendance and those with much improved attendance</p> <p>We will examine the effectiveness of this critical practice by:</p> <ul style="list-style-type: none"><li>• Analyzing attendance data</li><li>• Meeting our weekly goal of 98% attendance</li></ul>
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## Critical Practice #3 Parent Engagement

### Key School Targets:

1. Increase parent engagement by 30%
2. Strengthen parent-school relationships

What Adult Behaviors do you want to be true by the end of Year 1?	What Adult Behaviors do you want to be true by the end of Year 2?	What Adult Behaviors do you want to be true by the end of Year 3?
<p>(2013)</p> <ol style="list-style-type: none"> <li>1. An increase in the number of parents attending chew and chat meetings at Markham</li> <li>2. An in increase in the number of African American parents attending chew and chat meetings, back to school night, literacy nights and SSC</li> <li>3. Increase in the number of African American and Latino parents volunteering at Markham</li> <li>4. Visible cooperation between African American parents and Latino parents</li> </ol>	<p>(2014)</p> <ol style="list-style-type: none"> <li>1. An increase in the number of parents attending chew and chat meetings at Markham</li> <li>2. An in increase in the number of African American parents attending chew and chat meetings, back to school night, literacy nights and SSC</li> <li>3. Increase in the number of African American and Latino parents volunteering at Markham</li> <li>4. Visible cooperation between African American parents and Latino parents</li> </ol>	<p>(2015)</p> <ol style="list-style-type: none"> <li>1. An increase in the number of parents attending chew and chat meetings at Markham</li> <li>2. An in increase in the number of African American parents attending chew and chat meetings, back to school night, literacy nights and SSC</li> <li>3. Increase in the number of African American and Latino parents volunteering at Markham</li> <li>4. Visible cooperation between African American parents and Latino parents</li> </ol>

We will examine the effectiveness of this critical practice by:

- Collecting data, such as parent sign it sheets
- Observing an increase in the number of parents who volunteer at Markham
- Assessing the newly developed relationships between

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