# 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 – James Madison Middle School

### **Action Requested:**

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



# Community Schools Strategic Site Plan

Single Plan for Student Achievement

**School: James Madison Middle School** 

6066450

**School Year: 2012-2013** 

### COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

#### **Table of Contents**

### **Superintendent's Letter**

#### **OUSD & School Context & Vision**

### **Accountable for Quality: Ensuring Thriving Students & Healthy Communities**

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

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

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

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

### School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

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

A: Family & Community Engagement

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

A: Strategic Operational Practices

#### **CSSSP Assurances**

#### **Appendices**

#### COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### **Superintendent's Letter**

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 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**

<u>VISION</u>: 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 EFFFECTIVE 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

James Madison School is a 6th through 8th grade middle school serving the East Oakland community since 1959. It was named after President James Madison, the 4th president of the United States. James Madison was considered the most influential contributor of the United States Constitution. The school colors are blue and gold. The school mascot is the Trojan (Warriors) whose strength is symbolic of the school?s spirit. According to the Student Accountability Report Card (SARC) Madison is comprised of Latino 49.7%, African American 45.9%, Pacific Islanders 2.3%, and Asians 2.1%. The cultural impact of our community is a significant strength at Madison. Students, staff, and community have helped to create a secure, safe, lively and nurturing environment which promotes mutual respect and self-esteem. Students new to the school come from several feeder schools from around the district, or from any part of the world. Our students speak a variety of languages. We have worked this year to create a strong English Language Learners (ELL) Program for students whose families speak a language other than English and who do not yet have adequate reading and writing skills. We will offer a self-contained New-Comer Program for students new to this country, in addition to intermediate and advanced English Language Development classes for those students prior to reclassification. We will engage our Gifted and Talented (GATE) students by developing a comprehensive Gate Program. We are proud of our interventions classes, given to all students needing support. We are committed to the process of restructuring. Our school environment and delivery of instruction has changed to reflect the developmental levels of our students. All staff, students, and parents are members of ONE team, creating a ?school within a school.? Staff development in all areas has focused on increasing our repertoire of age-appropriate strategies. We will continue to train staff in teaching of reading comprehension, differentiated instruction, integrated writing, the use of technology, cross-curricular collaboration, teacher accountability. district and state standards, collaboration around our school-wide focus on ?literacy ? reading and writing,? and building strong PLC teams. We will incorporate new strategies in interpreting data, and using this valued information to drive instruction, increase rigor, and support curriculum an engage students. We will expose our student to the college going culture through college days, and college fieldtrip. We want them to achieve

beyond high school. The district?s position regarding retention and remediation policies will cause us to re-double our efforts to more fully motivate and involve under-achieving students and their parents. We have implement extended-day school activities for all students, and skill-boosting programs which we will continue to revise and refine. We will continue to manage and expand existing service programs on site. We offer a comprehensive Safe Passage Program complete with a case manager, psychologist, therapist, and counselors to address the needs of our students in the areas of their psychological, emotional, as well as, their social and ethical needs. Our campus has also been selected to house a comprehensive community clinic. School improvement efforts are guided by the School Site Council, which will meet monthly to formulate, implement, and evaluate our School?s Plan for Student Achievement. Throughout the year the faculty and parents will examine the school achievement data, interpret it, and use it to evaluate our progress, set goals, and revise programs. Based on the data, one of our areas of emphasis is improving the skills of our English learners. The Mathematics department will re-design their courses to include Algebra and Geometry classes in eighth grade. We are pleased to embrace our school-wide theme for this year:

#### VISION

We are committed to the process of restructuring. Our school environment and delivery of instruction has changed to reflect the developmental levels of our students. All staff, students, and parents are members of ONE team, creating a ?school within a school.? Staff development in all areas has focused on increasing our repertoire of age-appropriate strategies. We will continue to train staff in teaching of reading comprehension, differentiated instruction, integrated writing, the use of technology, cross-curricular collaboration, teacher accountability, district and state standards, collaboration around our school-wide focus on ?literacy ? reading and writing,? and building strong PLC teams. We will incorporate new strategies in interpreting data, and using this valued information to drive instruction, increase rigor, and support curriculum an engage students. We will expose our student to the college going culture through college days, and college fieldtrip. We want them to achieve beyond high school.

### **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

2011-12 School-Wide Targets: ELA - - School will mee Annual Measurable Objectives for 2011-12 in ELA (78.4) -55% of 7th grade students will score proficient to advanced on CST Writing 2011 -Increase percentage of ELA proficiency by 10% -School will meet Safe Harbor targets to exit program improvement EL- -100% of EL students will advance 2 proficiency levels per year on CELDT. -Coordinated support of Newcomer Program, CELDT Testing across campus Science- -8th Grade, 80% of students will score basic or above on Science CST 2011 -90% of students school-wide will design/participate in the campus Science Expo SDC- -SDC students attendance will increase by 20% -SDC will increase score by 20% in Reading, Writing, and Math using Voyager Math - -School will meet Annual Objectives for 2011-12 in Math (79.0) -50% of our 8th grade students will leave proficient or advanced -90% of students Basic or below will increase at lease one band -95% of students coming in Proficient/Advanced remain Proficient/Advance -School will meet Safe Harbor targets to exit program improvement History - -8th Grade, 80% of students will score basic or above on History CST 2011 -By the end of 7th grade, students will participate in and end-of-year assessment PE- -90% of 7th graders will score in the Healthy Fitness Zone -50% reduction in disciplinary issues from Physical Education for 2011 Our Leadership Team meets twice monthly to establish school priorities, and monitor progress, make adjustments, and discuss progress to help support our school community. SSC Committee meets monthly to support campus vision. Weekly Faculty Meetings: 1st Wednesday - Staff Meeting 2nd Wednesday - District Professional Development 3rd Wednesday - Campus Department PLC's (Department Heads/Coaches) 4th Wednesday - Team PLC's (Common student planning/support) Leadership Team Meetings - 4th Wednesday - Leadership Team Meeting These meetings are used to engage staff, support teacher leadership, and ensure that staff have in upcoming events, and have an opportunity to

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

School: James Madison Middle School Principal: LUCINDA TAYLOR

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:

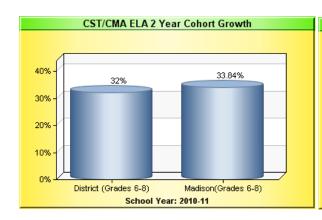
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

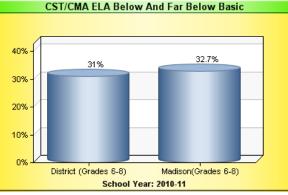
#### **District-level Goals**

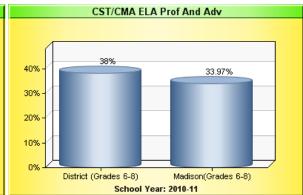
- 1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
- 2. Move CST FBB students to Basic in one year (in two years for MS and HS)
- 3. Move/maintain CST Proficient and Advanced students
- 4. Accelerate reading by 1.5 additional grade 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 Sate Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

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







#### **Data Analysis**

- Madison saw a small reduction in our ELA 2010-11 CST data with 33.97% Prof. and Adv.
- However, Madison did a good job of moving our Afr. American males out of FBB/BB. We attributed this to excellent teaching, partnerships with Elev8, and Academic support during our extended day which allows for 1:5 tutoring.

#### **Theory Action**

- Madison's literacy effort will be grounded on, and support by, high student engagment while reading, a cross-curricular focus on academic vocabulary, and annotation to support reading comprehension.
- Madison will continue to use Springboard ELA to impact rigor, while supporting grammar. Blended Learning rotations will foster an environment of differentiation using academic software.
- We believe Madison's literacy development must be support by small class sizes.
- Madison will provide Read 180 support for our FBB/BB student at 6th 8th grade.
- Madison will sponsor literacy support for families through campus academic expos.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher to support class size reduction, and individual instructional plans		All Students	2012-13	Dr. Taylor	4/30/2012	215SQI1A2080	Class size reduction	7400-QEIA		K12TCH1792	1	\$52,341.84
Teacher to support class size reduction, and individual instructional plans		All Students	2012-13	Dr. Taylor	4/30/2012	215SQI1A2083	Class size reduction	7400-QEIA		K12TCH1696	0.5	\$27,429.43
EL/FBB/BB Teacher Support using Read 180	SRI, CST	FBB, BB	2012-13	Tin/Dr. Taylor	4/30/2012	215SQI1A2088	provides students with curriculum that is meaningful and challenging to them	3010-Title I		K12TCH1694	0.6	\$40,756.36
Teacher Support for EL's/FBB/BB's in mainstream classes	CST	FBB, BB	2012-13	Dr. Taylor	4/30/2012	215SQI1A2089	provides students with curriculum that is meaningful and challenging to them	3010-Title I		K12TCH1689	0.2	\$13,093.04
Supplies	CST	All Students	2012-13	Dr. Taylor	4/30/2012	215SQI1A2249		7400-QEIA	4310- SUPPLIES		0	\$1,785.23
OUSD Indirect cost					4/30/2012	215SQI1A2250		7400-QEIA	4399-		0	\$15,255.00

						SURPLUS		
OUSD Indirect cost			4/30/2012	215SQI1A2255	3010-Title I	4399- SURPLUS	0	\$1,309.30

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

School: James Madison Middle School

Principal: LUCINDA TAYLOR

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:

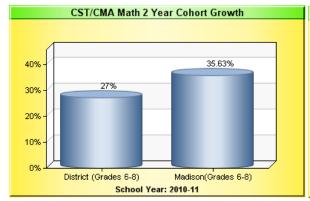
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

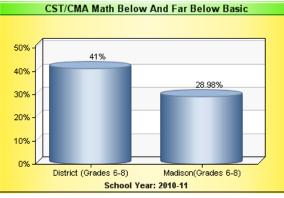
#### **District-level Goals**

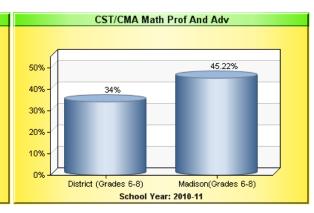
- 1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
- 2. Move CST FBB students to Basic in one year.
- 3. Move/maintain CST Proficient and Advanced students
- 4. Increase by 10% the number of proficient and advanced students in CST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

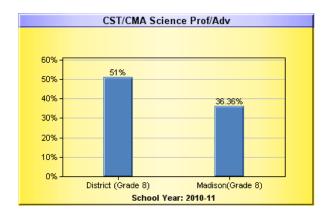
#### **School Federal and State Academic Achievement Goals:**

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**

- At all levels 2/3 of Madison students are improving or holding at their current proficiency level
- 6th/7th grade students made tremendous growth across campus demographics.
- Madison African American/Latino students 70% growing, and showing 1 years growth
- Highest African American growth at the Middle School in the district. African American girls have the highest percentage of growth at Madison.
- 80% of our FBB students have moved into BB/B

#### **Theory Action**

- In Class: JMMS Math Department is committed to providing classroom instruction using Springboard Math, that develops students? critical thinking skills and challenges all students through active participation and vocabulary development.
- Programmatic: JMMS Math Department is committed to providing a consistent, rigorous curriculum utilizing technology and multi-tiered interventions to prepare all our students for high school math success.
- Outside of Class: Through after school programs and pullouts in each grade, students will use technology and small group intervention to achieve skill and concept fluency in order to ensure readiness for the next grade level.
- Prepare students for HS/college math success./ Alg. Proficiency
- Professional Development: including Springboard, Blended Learning Software, My Access, and technology based support.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher to support class size reduction	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B2094	provides students with curriculum that is meaningful and challenging to them	7400-QEIA		K12TCH1793	0.8	\$44,522.72
Teacher to support class size reduction	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B2095	provides students with curriculum that is meaningful and challenging to them	7400-QEIA		K12TCH1530	0.75	\$39,422.09
Teacher to support class size reduction	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B2097	provides students with curriculum that is meaningful and challenging to them	7400-QEIA		K12TCH1529	1	\$71,099.30
Teacher to support class size reduction	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B2098	provides students with curriculum that is meaningful and	7400-QEIA		K12TCH0901	0.9	\$53,244.40

			1				aballanging to the					
							challenging to them					
Teacher to support class size reduction	сѕт	All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B4537	provides students with curriculum that is meaningful and challenging to them	7090-EIA - SCE		K12TCH1793	0.1	\$5,565.34
Science teacher to improve achievement of EL students		All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B2101	Teacher will provide targeted support for student identified as FBB/BB during our intervention classes.	7090-EIA - SCE		K12TCH1530	0.25	\$13,140.70
Teacher to improve achievement of EL students	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B2104	Teacher will provide targeted support for students identified as FBB/BB during intervention classes.	7090-EIA - SCE		K12TCH0019	0.2	\$14,337.37
Teacher to improve achievement of EL students	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B4015		N/A			0	\$0.00
Math Teacher to improve instuction of our EL students	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B2106	provides students with curriculum that is meaningful and challenging to them	3010-Title I		K12TCH0097	0.7	\$36,797.38
Math Coaching/instructional support		All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B2112	Employ a site based math coach.	7090-EIA - SCE		TC11IF0018	0.1	\$9,083.65
Math Coaching/instructional support	CST	All Students	2012-13	Dr. Taylor	5/15/2012	215SQI1B2113	Employ a site based math coach.	3010-Title I		TC11IF0018	0.1	\$9,083.65
Consultant/Support Staff	CST	All Students			5/15/2012	215SQI1B2251	Supplies will support academic achievement for FBB/BB students during our intervention classes.	7091-EIA - LEP	5825- CONSULTANTS		0	\$4,467.92
Supplies	CST	All Students	2012-13		5/15/2012	215SQI1B2252	Supplies that support our EL students on campus.	7090-EIA - SCE	4310-SUPPLIES		0	\$3,116.46
Supplies	CST	All Students	2012-13		5/15/2012	215SQI1B2254	Supplies that support our EL students on campus.		4310-SUPPLIES		0	\$2,454.84
SpringBoard Math will add rigor to our math program.	CST	All Students	2012-13	Math Department/Dr. Taylor	5/15/2012	215SQI1B3919	provides students with curriculum that is meaningful and challenging to them	N/A			0	\$0.00

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

School: James Madison Middle School

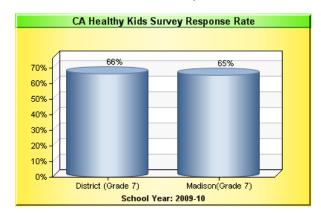
Principal: LUCINDA TAYLOR

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 provide consistent quality services for our students and families that transition from 6-8, and 2013 from Middle School to High School. The process this year will incorporate building those services.
- The School Counselor, will provide relevant parent classes that will support our transitioning EL students.
- The School Counselor will work to educate students and families, and will tract and monitor our EL's CELDT data to make sure appropriate grade level schedules are in place
- The School Counselor will conduct PNL Session with EL families for redesignation

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount	
				1									

School Counselor	CST	English Learners	2012-13	Dr. Taylor	5/15/2012	215SQI1C2109	 7091-EIA - LEP	COUNSL2170	0.3	\$26,359.42
School Counselor	CST	FBB, BB and BAS	2012-13	Dr. Taylor	5/15/2012	215SQI1C4536	 7090-EIA - SCE	COUNSL2170	0.1	\$8,786.47

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

School: James Madison Middle School

Principal: LUCINDA TAYLOR

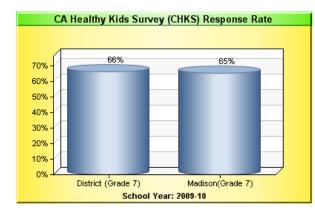
School Quality Standards relevant to this Strategic Priority A quality school...

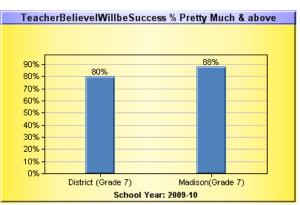
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities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





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue expanding college visuals to decorate school.	Survey	All Students	08/2012	Site	4/18/2012	215SQI1D3750		N/A			0	\$0.00
Student, Parent, Family classes on college readiness and preparation.	Survey	All Students	08/2012	Site	4/18/2012	215SQI1D3751		N/A			0	\$0.00
Work with Ed. Elements/Blended Learning												

to structure a software class for students and families to access college information and stages for prep.	Survey	All Students	05/2013	Parent Crt.	4/18/2012	215SQI1D3752	N/A	0	\$0.00
Host a Career Day with community business leaders to provide students with visable community leaders that can articulate their educational path.		All Students	Second Semester	Project Achieve After-School	4/18/2012	215SQl1D3753	N/A	0	\$0.00
Create Student/Family Pledge for attending and completing College. This pledge will be visible "College Going Wall of Fame" Student sign as a pledge, and then return to sign upon completion of college.	Wall	All Students	Beginning 8/2012	Students	4/18/2012	215SQl1D3754	N/A	0	\$0.00
Use Advisory to incorporate college vocab across content and grade levels.	survey	All Students	2012-13	Leadership Team	4/18/2012	215SQl1D3755	N/A	0	\$0.00

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: James Madison Middle School

Principal: LUCINDA TAYLOR

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%

#### **Theory Action**

- · Provide African American Males roles models on campus that look like them, and mentors from their community
- Provide a structured after-school program that motivates and simulates.
- Provide coordinated support to familes around attendance, academic, and personal needs

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide Life Skills classes for Afr. American Boys to foster self-esteem, and mentorship from men that look like them.	survey	Ethnicity	2012-13	Mr. Kyle	4/30/2012	215SQI1E3757	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00
Continue to provide support for our Afr. American fathers, and host the Father/Son Pot-luck.	survey	Ethnicity	05/2012	Dr. Taylor/Ridgeway/Mr. K	4/30/2012	215SQI1E3758	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00
Gate students will again act, produce, support a coordinated play, supported by students, families, and staff.	survey	GATE	05/2013	Saulsberry	4/30/2012	215SQI1E3759	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00
Gate Students participate in 6th period Gate enrichment class structure for them.	Student Roosters	GATE	08/2012	Saulsberry	4/30/2012	215SQI1E3760	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00

### **Strategic Priority F. Extending Learning Time**

School: James Madison Middle School

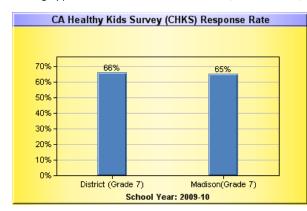
Principal: LUCINDA TAYLOR

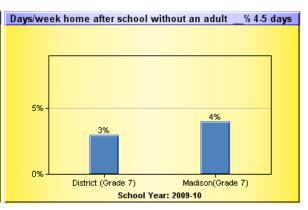
School Quality Standards relevant to this Strategic Priority A quality school...

• 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.





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provided Extended Day intervention and enrichment classess for ALL students. Program includes: Basketball, soccer, flag football, Golf, softball, gardening/nutrition, cooking club, art & crafts, video and music course for students during our after-school program.	сѕт	All Students	August- June	Dr. Taylor/Project Achieve	4/30/2012	215SQI1F4016	provides academic intervention and broader enrichment supports before, during, and after school	N/A			0	\$0.00

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

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

School: James Madison Middle School

Principal: LUCINDA TAYLOR

School Quality Standards relevant to this Strategic Priority A quality school...

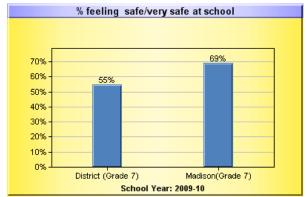
- 1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
- 2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
- 3. identifies at-risk students and intervenes early, to help students 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

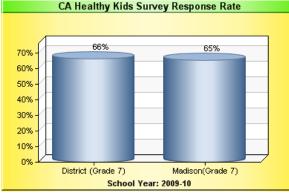
#### From OUSD Strategic Plan:

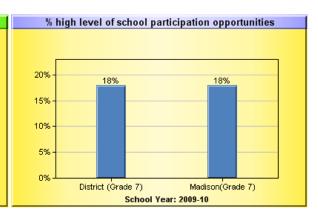
Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include 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.

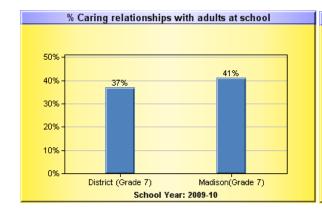
#### **District-level Goals**

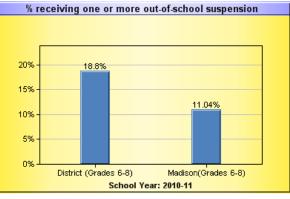
• Reduce Disciplinary Hearing Process referrals by 20%

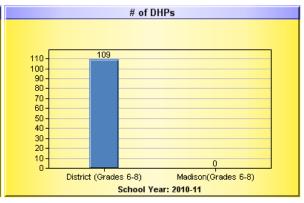












Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Math/Science Expo Night an opportunity for students to display classroom and grade level project to more than 700 family and community members.	Survey	All Students	06/2013	Math/Science Teachers	4/30/2012	215SQI2A3761	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
ELA/History Expo Night an opportunity for stusents to display classroom/grade level project to more than 700 family/community members.	survey	All Students	01/2013	History/Teachers	4/30/2012	215SQI2A3762	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
Awards Night to celebrate and honor acadmics, attendance, accelerated growth, teacher choice awards, and extraordinary student leaders. We also honor outstanding parents.		All Students	06/2013	Administration	4/30/2012	215SQI2A3763	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
Continue Renaissance Program - Gold/Silve/Bronze Card that encourages academic success, great attendance, academic improvement, and behavior.		All Students	08/2012	Administration	4/30/2012	215SQI2A3764	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
Continue Tuesday Talks with priorty groups on campus. This time is use to encourage, provide information, and core strategies for specific groups.	survey	All Students	08/2012	Dr. Taylor	4/30/2012	215SQI2A3765	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A			0	\$0.00
Continue Music Monday's this is an opportunity for	survey	All	08/2012	Dr.	4/30/2012	215SQI2A3766	creates an inclusive, welcoming and caring community, fostering	N/A			0	\$0.00

students to be exposed to different genres.		Students		Taylor/Students			communication that values individual/cultural differences.				
Seasonal School dances the promote school community, and foster stong relationships	survey	All Students	2012-13	Student Leadership	4/30/2012	215SQI2A3767	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A		0	\$0.00
Multiple School Assemblies that address middle school concerns: bullying, peer pressure, drugs and alcohol, and cultural assemblies.	survey	All Students	2012-13	Student Leadership/Kasier	4/30/2012	215SQI2A3768	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A		0	\$0.00
Sport Teams, and school clubs that foster self-awareness, and respect.	Student Surveys	All Students	2012-13	Project Achieve After- School	4/30/2012	215SQI2A3769	creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.	N/A		0	\$0.00

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

### **Strategic Priority B. Health & Wellness**

School: James Madison Middle School

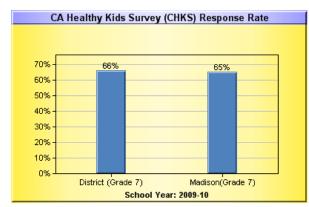
Principal: LUCINDA TAYLOR

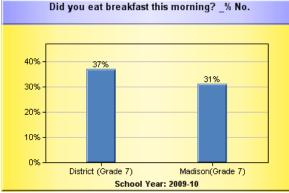
School Quality Standards relevant to this Strategic Priority A quality school...

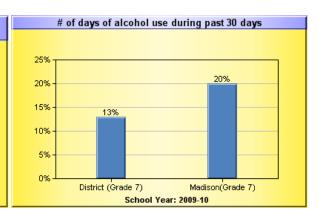
- 1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
- 2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

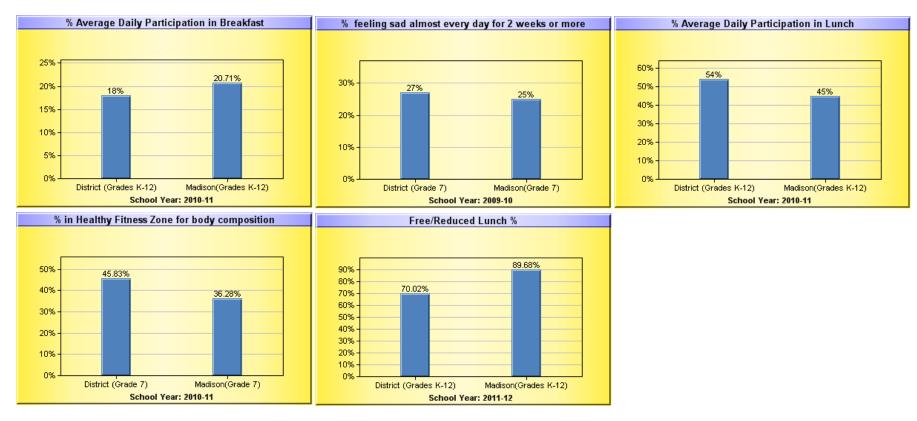
#### From OUSD Strategic Plan:

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.









#### **Theory Action**

• At Madison our Health and Wellness considers the physical/emotional health of our students will address the need of the whole child and the family.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Health Education on nutrition, alcohol and tabacco, drugs, gangs, and healthy relationships,	survey	All Students	2012-13	Nuraw Daniels, School Cli	4/30/2012	215SQI2B3770	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A			0	\$0.00
Nutrition Services and Healthy Joe provides exposure to a different fruit/vegatable monthly.	survey	All Students	2012-13	Healthy Joe	4/30/2012	215SQI2B3771	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	IN/A			0	\$0.00
Parent/Staff/Student/community participate in yoga, Zumba, and walking classes	survey	All Students	2012-13	Students/Parents	4/30/2012	215SQl2B3772	offers a coordinated and integrated system of academic and learning support services, provided by				0	\$0.00

							a dulta an duranth			
							adults and youth.			
Monthly Health Focus identified by school based healthy clinic.	survey	All Students	2012-13	Health Clinic	4/30/2012	215SQl2B3773	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A	0	\$0.00
Teacher support classes as identified by campus support team.	Teacher Survey			Clo Escudero	4/30/2012	215SQI2B3774	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A	0	\$0.00
Salad Bar support by student/parents/	Student Surveys	All Students	2012-13	Parents	4/30/2012	215SQI2B3775	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A	0	\$0.00
Sites supports and sustains; Breakfast, lunch and 2 snacks daily.	survey	All Students	2012-13	Dr. Taylor	4/30/2012	215SQI2B3776	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A	0	\$0.00
Student Organic Garden. Veggies used in cooking classes, and campus pot-lucks.		All Students	2012-13	Project Achieve After- School	4/30/2012	215SQI2B3777	offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.	N/A	0	\$0.00

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

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

School: James Madison Middle School

Principal: LUCINDA TAYLOR

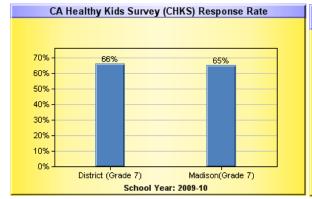
School Quality Standards relevant to this Strategic Priority A quality school...

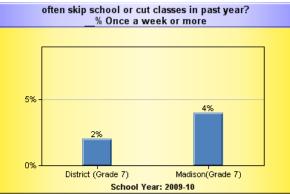
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

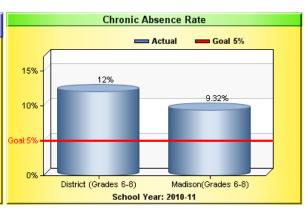
#### From OUSD Strategic Plan:

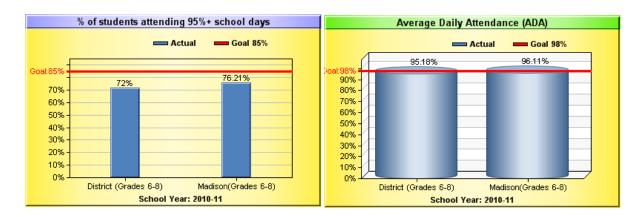
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts 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**

- Daily follow-up from Outreach Consultant, Attendance Clerk, and School Counselor
- Reduce Chronic Absences to reach the district goal of 98% ADA:

#### **Theory Action**

• Will will continue to aggressively address the issue of chronic absenteeism, to reduce the dropout rate once they matriculate to high school. This will continue to be a main priority, because we understand our students struggl

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student attendance review team. Use awards and recognition to improve attendance. FOCUS on chronic attendance by including COST team and other staff members to		FBB, BB and BAS			5/16/2012	215SQI2C4556		N/A			0	\$0.00
Outreach Consultant to complete the SART/SARB Process for students/families that need this process.		FBB, BB and BAS			5/16/2012	215SQI2C4557		N/A			0	\$0.00
House visits by Outreach Consultant and/or staff.		FBB, BB and BAS			5/16/2012	215SQI2C4558		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: James Madison Middle School

Principal: LUCINDA TAYLOR

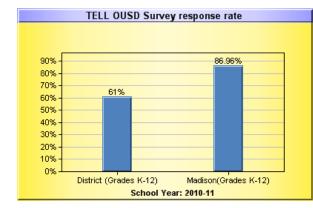
School Quality Standards relevant to this Strategic Priority A quality school...

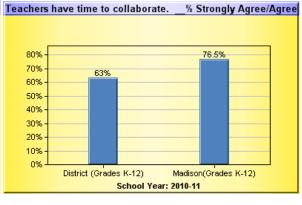
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

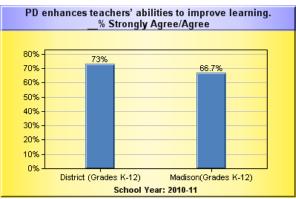
#### From OUSD Strategic Plan:

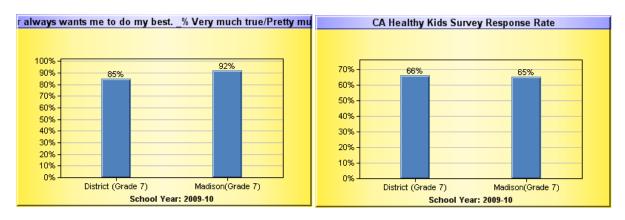
We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, 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









#### **Theory Action**

• The goal at Madison this year is to continue to support teacher leadership and development. Madison's professional development includes areas for teacher leaders to develop leadership through Department Head positions, and campus leadership roles.

Strategies	Indicators	ST Group Timel	line Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Department Head positions with stipend		FBB, BB and BAS		5/16/2012	215SQI3A4559		N/A			0	\$0.00
Structured Team Leads for Team PLC's		FBB, BB and BAS		5/16/2012	215SQI3A4560		N/A			0	\$0.00
Leadership Team Opportunities		FBB, BB and BAS		5/16/2012	215SQI3A4561		N/A			0	\$0.00

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

### **Strategic Priority A. Family & Community Engagement**

School: James Madison Middle School

Principal: LUCINDA TAYLOR

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).

#### **Theory Action**

- At Madison we understand the success of our students is directly related to the success of our parents and families. We believe it is our role to address the needs of the whole child, and their families.
- Provide classes. workshops, trainings, Back-to-School Night, Expo Nights, Parent/Student/Teacher Conferences, Academic/Attendance Celebrations,
   Parent Visitation Day Monthly, After-School Program Celebrations.
- Fully-structured Parent Center complete with: Facility, Food Bank, Computer Classes, Legal Aid, to support families

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent Meeting Refreshments					5/16/2012	215SQI4A2253		9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,330.03
Provide classes. workshops, trainings, Back-to-School Night, Expo Nights, Parent/Student/Teacher Conferences, Academic/Attendance Celebrations, Parent Visitation Day Monthly, After-School Program Celebrations.		FBB, BB and BAS			5/16/2012	215SQI4A4562		N/A			0	\$0.00
Fully-structured Parent Center complete with: Facility, Food Bank, Computer Classes, Legal Aid, to support families		FBB, BB and BAS			5/16/2012	215SQI4A4563		N/A			0	\$0.00

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

### **Strategic Priority A. Strategic Operational Practices**

School: James Madison Middle School

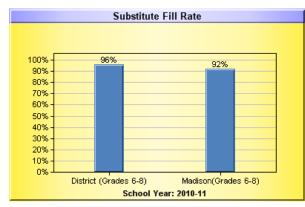
Principal: LUCINDA TAYLOR

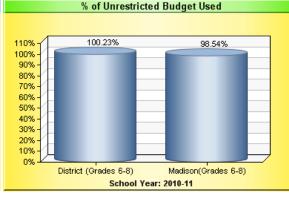
School Quality Standards relevant to this Strategic Priority A quality school...

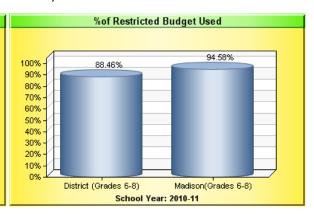
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems 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.







### ASSURANCES 2012-2013

School Site: James Madison Site Number: 215

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.
- 4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
- 5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 03/08/12.
- 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.

# <u>School Site Council Membership Roster – Middle School</u>

School Name: James Madison Middle School School Year: 2011-2012

Chairperson:	Vice Chairperson: Anna Elias
Ronniesa Tolefree	
Secretary:	DAC Representative: Ronniesa Tolefree
Neily Villegas	

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/ Comm	Student
Dr. Taylor	400 Capistrano Drive	X	Teacher	Stall	Comm	
Mr. Reisfelt	400 Capistrano Drive	A	X			
Mr. Rodriquez	400 Capistrano Drive		X			
Mr. Zellman	400 Capistrano Drive		X			
Ms. Rivera	400 Capistrano Drive			X		
Ronniesa Tolefree	400 Capistrano Drive				X	
Ana Elias	400 Capistrano Drive				X	
Maria Magdalena Morales	400 Capistrano Drive				X	
Neily Villegas	400 Capistrano Drive				X	
Maria Piceno	400 Capistrano Drive				X	
DAC Representative	Ronniesa Tolefree				X	
	2016 84 <sup>th</sup> Ave., Oakland, CA					
Home Ph. 510-228-7653	Email:					

# **Meeting Schedule**

### **SSC Legal Requirements:**

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

1-Principal

4-Classroom Teachers

1-Other Staff

6-Parent /Community

Or

3 –Parent/Community

And 3 - students

# <u>Title I School Parental Involvement Policy 2012 - 2013</u>

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**

James Madison Middle School 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. The parents are involved in a monthly parent meetings which involve them to take parent in SSC Committee and ELAC Committee meetings and parent activities and workshops in the family resource center with the family advocate.
- Offer a flexible number of meetings for parents. The family resource center provides workshops
  and activities to all James Madison families to help support and grow leadership within the
  school community.
- 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. Parents and families are involved with the governance of the SSC and ELAC Committees.
- Provides parents of Title I students with timely information about Title I programs. Parents and families are invites monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title 1.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and
  proficiency levels students are expected to meet. Parents and families are invites monthly to take
  part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents and families are invites monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title 1.

# **School-Parent Compact**

*James Madison Middle School* 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**

*James Madison Middle School* 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 and families are invites monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title 1 and are given information to help support the families
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Parents are given internet resources and information to help guide and support them to achieve academic achievement.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Staff is educated with weekly PD's given by the principal and or others that can help provide quality PD's to staff. Which then work together with the parents to provide a quality enrichment.
- 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. Family Resource center provides parent and family workshops to families to help
  provide better academic achievement.
- 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. The parents and the families receive monthly newsletter and family resource information which also includes flyers and school messenger phones with current school information. This information is translated from English to Spanish to support the language needs of all Madison families
- Provides support, during regularly meetings, for parental activities requested by Title I Program. Parents participate in SSC and ELAC meetings as well as Parent and family workshops in the family resource center with the support of the family advocate.

## 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. Parents and families are given information in English and in Spanish to meet the language needs of all families.

# 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 (James Madisor	n Middle School) School Site Council on (11/30/11)
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 a	available to the local community. The James
Madison Middle School notification to parents of this p	policy will be in an understandable uniform format
and, to the extent practicable, provided in a language th	ne parents can understand.
(Principal's Signature)	(Date)

#### James Madison Middle School: School Parent-Student Compact

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

#### As a student I will:

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

Student signature	 
Student signature	

#### As a parent/guardian or family member I will:

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

Family m	ember sigi	nature	

#### As a teacher I will:

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

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

Teacher	signature		

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

Signed on this 30 day of November, 2011.

California Department of Education

# Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementa Review and Circ	plementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.	Key Compo omponents ap ate rating.	nents ply.
	1.1 The school/district provides	Full implementation means that all students, including English learners students with disabilities students with	Objective Fully	Substantially	Partially	Minimally
9	Education (SBE)-adopted	learning difficulties, and advanced learners in all grade	1.1	_	2 At least	1 Less than
	basic core instructional	levels, are provided the current SBE-adopted basic core	100%		50%	50%
	Reading/Language Arts/	Arts/ELD. These materials are implemented daily as	(	Key Components	nts	
	English language	designed to support the needs of all students.	Appropriate In:	Instructional Program Materials	am Materia	IS
	ancillary materials for	<ul> <li>At all levels, teachers are using the adopted basic core and program ancillary materials designed for</li> </ul>	All students are	ents are V assessed, V planted	place	placed, and
	universal access. These	universal access/differentiated instruction to meet	instructional pro	program materials.		
	programs are implemented	the needs of students, including strategic learners.  All SRE-adopted programs have been designed.				
	to be in daily use in every	with additional ancillary materials that are to be	All Students	nts:		
	classroom with materials for	used with and beyond the basic program that	English L	earners		
	every student.	include extra support for struggling readers and English learners. The ancillary materials are used	35 Students	Students with disabilities		
	* As a result of ABX4 2, the	for universal access. Universal access is a term that				
	State Board of Education (SBE) R/LA/ELD 2008 and	describes differentiated instruction that meets the	Appropriate Use	i lõ		
	Mathematics 2007 adoptions	students with reading difficulties, students with	Fore materials	y all that apply: Core materials are used daily as designed.	ilv as design	led.
	and the previous SBE	disabilities, and advanced learners.	Ancillary	Ancillary materials are used daily as designed	daily as de	signed.
	adoptions will meet the standard of "current".	<ul> <li>Some students with disabilities may need special modifications and/or accommodations of</li> </ul>			200	
		curriculum or instruction, as specified in their				
		individualized education plan (IEP), to enable them to participate successfully in a basic core				
		classroom.				
	Documentation	Additional Comments	mments			
	Reading/Language Arts/ELD					
istrict Purchase Date:	te:					
chool Distribution Date:	Date:			*		
lassroom Distribution Date	on Date:					
tach publisher pur	tach publisher purchase order (PO) documentation for sets of classroom core materials	Jacernom core materials				

Page 1 of 41

California Department of Education 5/10/12

1AMES MADISON MIDDLE SCHOOL 400 CAPISTRANO DRIVE 0AKLAND, CA 94603

			At all grade levels, teachers use the ELD components of the 2008 SBE-adopted Reading/Language Arts/ELD program (Programs 2 and 3).  For districts/sites adopting only Program 1, teachers use the ELD materials from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials).		
s are used daily	<b>priate Us<u>e</u> Mate</b> rials/ ELD components are used daily igned.	Appropriate Use  Waterials/ as designed.	courses, but should be in a Reading/Language Arts course that has specifically designated materials and/or strategies, which focus on building English language skills for mastery of content standards.  • For districts using the 2008 SBE-adopted Reading/Language Arts/ELD:	SBE adoptions will meet the standard of "current".	
ELD materials d list, identify	If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:	If using either Proof from the previous the ELD materials:	focused on building English language skills through SBE-adopted materials.  Students performing at California English Language Development Test (CELDT) Levels 4 and 5 (Early Advanced and Advanced) may not need separate ELD	*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous	
s am/Materials assessed, opriate SBE- ional program	Key Components  Appropriate Instructional Program Materials All English learner students areassessed, placed, andprovided appropriate SBE- adopted or SBE-approved instructional program materials.	Appropriate Inst All English learne Placed, and adopted or SBE-e materials.	2008 SBE adoption the materials from the previous SDE- approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students.  Students are appropriately placed into ELD using CELDT and all available English proficiency measures. Students at CELDT proficiency levels 1-3 need at least a separate ELD course, using current ELD materials	or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified English learner student.	٠
Partially Minimally  At least Less than 50%	Substantially  3 At least 75%	Objective Fully	Full implementation means that English learners are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the	1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD	1. Instructional Program
y Components ponents apply. rating.	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.	Implementatio Review and ide Circle t	Criteria, Clarifications, and Citations	Objective	Essential Program Component

California Department of Education 5/10/12

Page 2 of 41

OPKLAND, CA 94603 JAMES MADISON MIDDLE SCHOOL California Department of Education 5/10/12

#### OPKTYND' CV 34003 **400 CYPISTRANO DRIVE**

#### Academic Program Survey—Middle School Level For districts using the 2002 SBE-adopted Reading/Language Arts/ELD: Teachers use the ELD materials from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials). Additional Comments

Documentation

Reading/Language Arts/ELD

Classroom Distribution Date: School Distribution Date: District Purchase Date:

Attach publisher PO documentation for sets of classroom core materials.

**TYPE SECTION WIDDLE SCHOOL** 

Essential Program	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
1. Instructional	1.3 The school/district	Full implementation means that all students identified as	Objective Fully Substantially Partially Minimally
	adopted Reading/Language Arts intensive intervention	English learners and students with disabilities, who are two or more years below grade level in reading are	1.3 \( \begin{pmatrix} 4 & 3 & 2 & 1 \\ 100% & At least 75% & 50% & 50% \end{pmatrix} \text{Less than } \)
	programs and materials in grades 6-8. These programs	provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students'	Key Components
	are implemented as designed	assessed level of need. These materials are implemented	Appropriate Instructional Program Materials
	and documented to be in	daily as designed.	Students are assessed, placed and
	daily use in every intervention classroom with materials for	<ul> <li>Intervention programs are multi-period, stand- alone, intensive programs that are designed to</li> </ul>	ed appropriate SBE-adopte rogram and materials.
	*As a result of ARX4 2 the	year of instruction.	Intervention Stude
	State Board of Education	progress rapidly toward successful reentry into the	All Intensive Ed.'s Gr. 6 Gr. 7 Gr. 8
	(SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions	basic core program at their appropriate grade level. Students who reenter the basic core	)'s Gr. 6 Gr. 7
	and the previous SBE	program may need an additional period of	BE Intensive In
	adoptions will meet the	strategic support.	Grade 6 Grade 7 Grade 8
	Stalldard Of Collect.	<ul> <li>Districts are using eitner the SBE-adopted intensive intervention program from the SBE-</li> </ul>	All Intensive
		adopted 2002 list or Programs 4 or 5 from the	Intensive
			Intensive SWD's
			Appropriate Use
			Materials are used daily as designed
	Documentation	Additional Comments	omments
	Reading/Language Arts/ELD		
District Purchase Date			
School Distribution Date	1 Date:		
Classroom Distribution Date	ution Date:		
Attach publisher P	Attach publisher PO documentation for sets of classroom core materials	aterials.	

OPKLAND, CA 94603

OAKLAND, CA 94603

Formatted: Indent: Left: 0.15",
Bulleted + Level: 1 + Aligned at: 1.5"
+ Tab after: 1.75" + Indent at:
1.75", Tabs: 0.4", List tab + Not at
0.5" + 1.75"

Page 4 of 41

California Department of Education 5/10/12

			oution Date:	Classroom Distribution Date:
			in Date:	
			)	School Distribution Date
			Date:	District Purchase Date:
Indication Continues		Mathematics		
Additional Comments		Documentation	Docur	
a a list hon program 1. Object of the strip	Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.  • At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.  • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with mathematics difficulties, students with disabilities, and advanced learners.  • Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	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 State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	1 4	Component 1. Instructional Program
Implementation Status and Key Components ons Review and identify which key components apply.	Criteria, Clarifications, and Citations	Objective		Essential Program

Page 5 of 41

California Department of Education 5/10/12,

OPKLAND, CA 94603 JAMES MADISON MIDDLE SCHOOL

JAMES MADISON MIDDLE SCHOOL 400 CAPISTRANO DRIVE JAMES MADISON MIDDLE SCHOOL

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementat Review and Circ	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.	Key Compoomponents ap ate rating.	nents
	1.6 The school/district provides	Full implementation means that all students in grade 8, including English learners, students with disabilities, and	Objective Fully	Substantially	Partially	Minimally
Program	Algebra Readiness program	students with learning difficulties needing specialized	1.6	At least 75%	2 At least	1 Less than
	and materials, including	instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately	lock	-	50%	50%
	ancillary materials for universal access. This	assessed and provided the SBE-adopted instructional		Key Components	าเร	
	program is implemented as	program and materials in Algebra Readiness. These	Appropriate Ins	te Instructional Program Materials	am Materia	डिं
	designed and documented to	materials are provided to all identified students and	All students are	Lassessed, C	placed, and	
	be in daily use for identified	Implemented daily as designed.  The Alacker Poodiness program is a one period	provided app	provided appropriate SBE-adopted instructional	opted instruc	ctional
	in grade 8 needing specialized	stand-alone, intervention program to prepare students	program materials	<u>.</u>		
	instruction to acquire the pre- algebraic skills and concepts	to enter into a grade-level Algebra I core classioom, supported by an additional class of strategic support	Number of Inte	Number of Intensive Intervention Students	on Students	
	necessary to succeed in	the following school year.	All Intensive learners:	ners: Gr. 8		
ē	Algebra I.	<ul> <li>Some students with disabilities placed in an Algebra Readiness course may need special modifications</li> </ul>	All Intensive EL's All Intensive SWD's	s Gr. 8 D's Gr. 8		
	For districts using the 2001 SBE	as specified in their IEP, to enable them to participate successfully in this classroom.	Numbe r Provi	Provided SBE Algebra Readiness	a Readines	Ö
	been assessed and identified as		Total Students		109	
	needing intensive mathematics intervention should be provided			I'S	•	
	additional time and support using		Students with	With disabilities		
	the ancillary materials from the adopted program.		Appropriate Use Materials	<mark>vriate Use</mark> Materials are used daily as designed.	s designed.	
	Documentation	Additional Comments	mments			
	Mathematics	27/100-04 Madels tally	TO SER	eo medra		
District Purchase Date:	ite:	11/100 0 x / 20 001/11	0	9	•	
School Distribution Date	Date:					
Classroom Distribution Date:	on Date:					

Page 7 of 41

Attach publisher PO documentation for sets of classroom core materials.

California Department of Education 5/10/12

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementatio Review and idd Circle	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.	(ey Compo omponents ap ate rating.	nents oply.
1. Instructional	1.5 The school/district provides	Full implementation means that all identified intensive	Objective Fully	Substantially	Partially	Minimally
rrogram	mathematics intervention	Intervention students in grades of , including representations and students with disabilities, who are two or more years below grade level in mathematics are provided	1.5	3 At least 75%	2 At least	1 Less than
	grades 6-7.These programs	the current SBE-adopted intervention materials at the students' assessed level of need. These materials are		Key Components		
	and documented to be in use	implemented as designed and documented to be in use	Appropriate Instructional Program Materials	uctional Progr	am Materia	र्डि
	with materials for every identified intensive student.	<ul> <li>when additional intervention support is needed.</li> <li>For mathematics, grades 4-7, the 2008 SBE-adopted intensive intervention materials are not</li> </ul>	Students are wassessed and provided appropriate SBE-adopted mathematics intervention materials.	assessed and provided adopted mathematics inter	_provided natics interv	ention
	For districts using the 2001 SBE	designed as a curriculum to replace core instruction.				
	been assessed and identified as	<ul> <li>The intensive intervention materials are to be used as an addition to the basic core instructional</li> </ul>	All Intensive learners: Gr. 6 Gr. 7	ers: Gr.6	on Students	• • • • • • • • • • • • • • • • • • • •
	needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the	program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.	All Intensive EL's All Intensive SWD's	Gr. 6 	_ Gr. / _ Gr. 7	
	adopted program.		Appropriate Use Materials a	<u>riate Use</u> ⁄/aterials are used daily as designed	designed.	
	Documentation	Additional Comments	mments			
	Mathematics	of it are support by 1/90	Afgebra	B		
District Purchase Date:	ate:	Cal Comment of the Co	0	(		
School Distribution Date:	Date:					
Classroom Distribution Date	tion Date:					
Attach publisher PC	Attach publisher PO documentation for sets of classroom core materials.	naterials.				

Deleted: 8/31/09

OVELLAND, CA 94603

JAMES MADISON MIDDLE SCHOOL

California Department of Education 5/10/12

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
2. Instructional	2.1 Through the school's master	Full implementation means that the school's master	Objective Fully Substantially Partially Minimally
IIme	schedule, the school/district complies with and monitors daily implementation of	schedule allocates for all Keading/Language Arts/ELD basic current SBE-adopted Reading/Language Arts/ELD basic	2.1 / 4 / 3 At least Less than 50% 50%
	instructional time for the current SBE-adopted	core materials**. This provides all students, including English learners, students with disabilities, students with	Key Components
	programs for Reading/Language Arts/ELD.	learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs.	Appropriate Allocation of Daily Instructional Time  Time is given priority and protected from
	protected from interruptions.	interruptions.	interruptions.
	<ul> <li>Grades 6-8: 1.0 and up to 2.0 hours (or up to two periods)</li> </ul>	** Note for the 2008 SBE-adopted R/LA/ELU, this means Programs 1,2 or 3.	Identify Number (#) of instructional minutes (length of periods) offered at each grade level:
			Number of instructional minutes at each grade level
			Grade 6 Grade 7 Grade 8
			All students 126 90 108
			English learners
			Students
			disabilities
	Documentation	Additional Comments	omments
	Reading/Language Arts/ELD		
District Instructional Regulations:			
School Instructional Procedures:	Procedures:		
Attach appropriate documents.	documents.		

**Deleted:** 8/31/09

Page 8 of 41

California Department of Education 5/10/12,

OPKLAND, CA 94603 JAMES MADISON MIDDLE SCHOOL

	Time	Essential Program Component
	master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions.  • Grades 6-8: 30-45 minutes (or up to one period) additional strategic support at each grade-level core course.	Objective
The SBE-basic core adopted materials and the core	schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.  This time is given priority and protected from interruptions.  Students identified in need of strategic support are defined as students demonstrating proficiency in Reading/English-language arts standards no more than two years below grade level.  Strategic learners are assessed and require additional instructional time beyond the core.  For high priority strategic students, the support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade level course.  Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core English-language arts classroom.	Criteria, Clarifications, and Citations
	Objective    Substantially   Partially   Partially   At least   At least   50%	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
	Partially Minimally  2 At least 50% 50%  Nents  Iv Instructional Time 50%  protected from  grand High Priority d and the amount of trategic periods)  ach grade level Grade 8  Grade 7 Grade 8  Grade 8	y Components nponents apply. e rating.

Formatted: Indent: Left: 0.4",
Bulleted + Level: 1 + Aligned at:
0.75" + Tab after: 1" + Indent at:
1", Tabs: Not at 1"

JAMES MADISON MIDDLE SCHOOL OAKLAND, CA 94603

**Deleted:** 8/31/09

California Department of Education 5/10/12

Page 10 of 41

**Deleted:** 8/31/09

California Department of Education 5/10/12

OPKLAND, CA 94603

OAKLAND, CA 94603

OAKLAND, CA 94603

#### California Department of Education

Essential Program Component 2. Instructional Time	Objective  2.3 Through the school's master schedule, the school/district complies with and monitors	Criteria, Clarifications, and Citations Full implementation means that the school's master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic	plementation S Review and identify Circle the r
	schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Lenguage	schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list materials from the previous SRE.	2.3 At least 75%  Key Components
	Development (ELD) instruction for identified	approved materials lists for all identified English learners.  These ELD instructional minutes are in addition to	Identify all that apply  Time is given priority and protected from
	English learners, using either	instructional time in the basic core program; are given	interruptions.
	the 2008 SBE-adopted basic core instructional programs	<ul> <li>priority and protected from interruptions.</li> <li>English learners are appropriately placed into ELD</li> </ul>	ELD instruction is additional time in the
	and materials in ELD or	using CELDT and all available English proficiency	ociocado.
	materials from the previous	measures.	
	SBE-approved lists. This	<ul> <li>Students at CELDT proficiency levels 1-3 need at</li> </ul>	Identify Number (#) EL students by CELDT level
	time is given priority and	least a separate ELD course focused on building	and # of ELD minutes (length of periods) offered a
	protected from interruptions.	English language skills.	each CELDT level
-	)	) ) ]	

**Proficiency Levels** 

Levels 1-2

Level

Levels 4-5

Grades 6-8: 30-60

minutes (or up to one

period)

English language skills.
Students at CELDT proficiency levels 4 and 5 (Early Advanced and Advanced levels) may not need building English language skills for mastery of content standards. Examples of designated ELD master schedule offerings include: designated materials and/or strategies, that focus on Reading/Language Arts course that has specifically separate ELD courses, but should be in a

# Students

- A separate period of ELD ELD during SBE-adopted intensive intervention Program 5

(beyond 2.1 and 2.2)

# of Instructional Minutes in ELD

- An ELD strategic support class
- A grade-level English class with in-class ELD

Identify Number (#) El students by CEI DT level	interruptions. ELD instruction is additional time in the schedule.	Identify all that apply Time is given priority and protected from

lentify Number (#) EL students by CELDT_level 1 <u>d</u> # of ELD minutes (length of periods) offered at	Eptify all that apply Time is given priority and protected from terruptions. ELD instruction is additional time in the shedule.	ppropriate Allocation of Daily Instructional Time
---	---	---

3 10	ective
100% Key	À
At least 75% /	Substantially
2 At least 50%	Partially
1 Less than 50%	Minimally

Key Components	2.3 (4) At least 75% At least 50%	jective Fully Substantially Partially
nts	2 At least 50%	Partially
	1 Less than 50%	Minimally

**Deleted: 8/31/09** 

California Department of Education 5/10/12

Page 12 of 41

California Department of Education 5/10/12

#### OPKTYND' CV 34603 400 CAPISTRANO DRIVE **TYPES WADISON MIDDLE SCHOOL**

Attach appropriate documents.

School Instructional Procedures:

District Instructional Regulations:

Documentation

**Additional Comments** 

Reading/Language Arts/ELD

#### Academic Program Survey—Middle School Level Districts not adopting from the 2008 SBE list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists Districts who have adopted from the 2008 SBE-adopted materials list should be using the ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials in Programs 2 or 3 or if using Program I, materials lists English learners should be provided daily ELD

Formatted: Indent: Left: 0.06",
Bulleted + Level: 1 + Aligned at:
1.03" + Tab after: 1.28" + Indent at:
1.28"

Objective Criteria, Clarificat  Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted intensive intervention programs in programs in support the needs of all intervention.	Criteria, Clarifications, and Citations school's master he school/district ith and monitors plementation of ithervention students, including English learners and students with disabilities. The current SBE-adopted E-adopted Reading/Language Arts/ELD intensive intervention support the needs of all intensive intervention students.	Criteria, Clarifications, and Citations  Rull implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including English learners and students with disabilities. The current SBE-adopted Reading/Language Arts/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.    Implementation	Criteria, Clarifications, and Citations  Rull implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including English learners and students with disabilities. The current SBE-adopted Reading/Language Arts/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.    Implementation suster   Objection   Ob	Criteria, Clarifications, and Citations  Rull implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including English learners and students with disabilities. The current SBE-adopted Reading/Language Arts/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.    Implementation	Criteria, Clarifications, and Citations  Rull implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including English learners and students with disabilities. The current SBE-adopted Reading/Language Arts/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.    Implementation
Criteria, Clarificat implementation means the edule allocates the approterrupted blocked classe rvention students, including the with disabilities. The ading/Language Arts/ELD ding programs materials apport the needs of all interpress.	Criteria, Clarifications, and Citations implementation means that the school's master edule allocates the appropriate instructional time in iterrupted blocked classes for all identified intensive rvention students, including English learners and dents with disabilities. The current SBE-adopted ading/Language Arts/ELD intensive intervention ding programs materials are utilized on a daily basis to port the needs of all intensive intervention students.	Objective 2.4  Approx	Objects Objects Sto Approx	Objective 2.4  Approx	Objecti
	Criteria, Clarifications, and Citations implementation means that the school's master sulle allocates the appropriate instructional time in terrupted blocked classes for all identified intensive vention students, including English learners and ents with disabilities. The current SBE-adopted ding/Language Arts/ELD intensive intervention ling programs materials are utilized on a daily basis to bort the needs of all intensive intervention students. This time is given priority and protected from interruptions.  Students in need of intensive intervention are defined	Objecti	Objecti a Objecti b 2.4 S to Appro interrup	Objecti	Imp R Objecti

California Department of Education 5/10/12

California Department of Education 5/10/12

#### OPKLAND, CA 94603 JAMES MADISON MIDDLE SCHOOL

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

	and Court house	Procedures:	School Instructional Procedures:
WONNON LESS WONNERS	doct was ill would		District Instructional Regulations:
E IN an Eleverad	shi she dictor participa	Mathematics	
omments .	Additional Comments	Documentation	
*For Algebra Readiness see 2.7			
disabilities			
Students			
English			
All Students			
Grade 6 Grade 7 Algebra I			
# of Instructional minutes at each grade level			
Identify # of instructional minutes (length of periods) offered at each grade level:	menupuons.	Grades 6-8: 50-60 minutes (or one period)	
Time is given priority and protected from interruptions.	This time is given priority and protected from	Inis time is given priority and protected from interruptions	
Appropriate Allocation of Daily Instructional Time	difficulties, and advanced learners, sufficient instruction	programs for mathematics.	
Key Components	schedule provides all students, including English	instructional time for the	
2.5 4 100% At least 75% At least Less than 50%	appropriate daily instructional time in the current SBE- adopted mathematics basic core materials. This	complies with and monitors daily implementation of	Č
Objective Fully Substantially Partially Minimally	Full implementation means that the school's master	_	Instructional
Review and identify which key components apply.  Circle the most appropriate rating.	Criteria, Clarifications, and Citations	Objective	Program Component
Implementation Status and Key Components			Essential

Deleted: 8/31/09

JAMES MADISON MIDDLE SCHOOL 400 CAPISTRANO DRIVE OAKLAND, CA 94603

California Department of Education 5/10/12,

Attach appropriate documents.

-Von 1 (87) TPage 16 of 41		California Department of Education	California Depart
Small group 1:5	For grade 8, strategic students are assessed and need additional instructional time beyond the core.     For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course.     Some grade 8 strategic students may have occasional trouble within day-to-day grade-level standards		
All HP SWDs  Describe differentiated support for students not needing an additional strategic period:	<ul> <li>ancillary materials to support their achievement of grade- level skills and concepts in their core mathematics classroom.</li> <li>For grade 8, strategic students are defined as demonstrating proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards.</li> </ul>	• Grade 8: 30-60 minutes (or up to one period) additional strategic support linked to a grade-level Algebra I course.	
Number of students at each grade level    Grade 6   Grade 7   Grade 8	additional period to pre/re-teach concepts and skills taught in the grade-level course.  Some grade 6-7 students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core	• Grades 6-7: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course.	
Appropriate Allocation of Daily Instructional Time Time is given priority and protected from interruptions.  Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of periods)	<ul> <li>determine the instructional needs of strategic students and the intensity of support offered to these students.</li> <li>For grades 6-7, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards.</li> <li>For grades 6-7, strategic students are assessed and need additional instructional time beyond the core.</li> <li>For high-priority strategic students, support is an</li> </ul>	additional instructional additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials.	
Objective Fully Substantially Partially Minimally  2.6 At least 75% 50% 50%	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learning difficulties, students with disabilities, and students with learning difficulties.	2.6 Through the school's master schedule, the school/district complies with and monitors daily	2. Instructional Time
Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.	Criteria, Clarifications, and Citations	Objective	Essential Program Component

80976 OAKLAND, CA 400 CAPISTRANO DRIVE HOS TICHE WEDISON MIDDLE SCH

Formatted: Indent Left: 0.43",
Bulleted + Level: 1.4 Aligned at:
0.05" + Tab after: 0.3" + Indent at:
0.3", Tabs: 0.68", List tab + Not at
0.3"

- Alg. or the grade (27) kds

California Department of Education 5/10/12	Attach appropriate documents.	School Instructional Procedures:	District Instructional Regulations:		Documentation																								
tion				Mathematics																									
					Additional Comments	,								~				their peers.	and progress through daily lessons in the core program with	identified strategic students so that they can participate in	program provided to meet the instructional needs of	ancillary materials serve as the predominant instructional	<ul> <li>For grades 6-8, the core adopted materials and the core</li> </ul>	mathematics classroom.	grade-level skills and concepts in their core	ancillary materials to support their achievement of	teachers are to provide these students additional	instruction. These students may not need additional strategic time beyond the core period. In this case,	Academic Frogram Survey—Middle School Level
( P	1		C	P	its - COC	Describe difi needing an a	disabilities	with	strategic	to HP	provided	Additional	learners	English	strategic	provided	time	Additional	students	strategic	to all HP	provided	time	Additional		Priority Stra	Amount of Strategic Instructional minutes (or length of period) at each grade level for High		
1 pag -	0	Iron	1	3	lar	a differentiated support for stud an additional strategic period:																			Grade 6	Strategic Students	Strategic In eriod) at eac		
E	2	404	25		les	support for trategic pe																			Grade 7	ents	structional th grade lev		
Page 17 of 41	1	S.	Charles Contractions		)	Describe differentiated support for students not needing an additional strategic period:																			Algebra 1		Amount of Strategic Instructional minutes (or length of period) at each grade level for High		
Deleted: 8/31/09	\		J. S.	からかれて	Personal	OOHOS		IAI	903 PWH	0	N	AA	LS		A;	)	M.A. 000 .A.(	b			0.3"	Bulleted + Level: 1 + Aligned at:	Formatted: Indent: Left: 0.09",						

school/district complies with instructional time for the current SBE-adopted mathematics intervention materials or program for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.  Grades 6-8: 30-60 minutes (or up to one period) additional intensive support at each grade-level core course when additional intervention support is needed. Grade 8: one period of Algebra Readiness daily for identified intervention students.	Essential Program Component 2. Instructional Time	Objective 2.7 Through the school's master schedule, the	Criteria, Clarif Full implementation mea schedule allocates suffic	Criteria, Clarifications, and Citations mentation means that the school's master allocates sufficient instructional time or periods	Imple Revi	Imple Revi	Imple Revi	Implementation Status and Key of Review and identify which key composite received and identify which key composite received and identify which key composite received and identify and identify which key composite received and identified and
the The crite for • the to to to one all ri at r	structional me	2.7 Through the school's master schedule, the school/district complies with	Full implementation means that the school's master schedule allocates sufficient instructional time or periods for identified intervention students needing specialized to the school beginning to the school beginning and the school of the sc	e school's master Ictional time or periods Ineeding specialized	ds Objective	ds Objective Fully	ds Objective Fully	ds Objective Fully Substantially 2.7 4 At least 75%
s. on re re		implementation of instructional time for the current SBE-adopted	skills and concepts necessary to succeed in Algebra I The district/ school uses assessments and placement criteria to determine the instructional needs of	ucceed in Algebra I. ents and placement all needs of				Appro
ne • S. For one at at at at indicate one ind		mathematics intervention materials or program for	<ul> <li>For Grades 6-7, students needing intensive</li> </ul>	ding intensive	roficiency	roficiency	roficiency	roficiency
ne • s. For one at core rition at od of •		identified intensive intervention students	intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and	monstrating proficiency ow two grade levels and				Indica
s. For one		needing specialized	are unable to master grade-level standards	vel standards.	T.	T.	T.	T.
one one intion ition iti		instruction to acquire the mathematics skills and	<ul> <li>For Grade 8, mathematics intensive intervention students are defined as those students who are</li> </ul>	ensive intervention students who are				# of Instructional minutes at each gr
For one into ore into		concepts necessary to	achieving below seventh grade mathematics	de mathematics	de mathematics	de mathematics Grade 6	Grade 6	
For ore od of ore od of ore od of other od of other od of other other od of other other od of other other od of other other other od of other other od of other other od of other od of other od other od of other od other		meet grade-level	standards.		Intensive			Intensive
at ore into a or		Frades 6 8: 30 60	For districts using the 2007 S	BE adoptions:	RE adoptions: learners	ī	ī	ī
at tore in the tore of the tor		minutes (or up to one	The fourth through sevent	h orade intensive	ive	ive	ive	ive
ore in the core in		period) additional	intervention materials are	not designed as a	not designed as a learners			
tion solution solution solution solution solution solution solutions.		each grade-level core	curriculum to replace core mathematics	e mathematics				
od of s		course when additional intervention	are to be used when additional intervention	tional intervention	tional intervention disabilities	211215	211215	211215
nts.	=	<ul> <li>support is needed.</li> <li>Grade 8: one period of</li> </ul>	support is needed.	Dodiness program is a	Oppdinger program is a	Spadiness program is a	Condinate program is a	podinose program is a
nts.		Algebra Readiness	one-period, stand-alone, intensive program to	itensive program to	ntensive program to	ntensive program to	ntensive program to	itensive program to
		intervention students.	I core classroom supported strategic support the follow	core classroom supported by an additional class of strategic support the following school year.	d by an additional class of	d by an additional class of ving school year.	d by an additional class of	d by an additional class of

JAMES MADISON MIDDLE SCHOOL 400 CAPISTRANO DRIVE OAKLAND, CA 94603

Formatted: Indent: Left: 0.33",
Bulleted + Level: 1 + Aligned at:
0.07" + Tab after: 0.32" + Indent at:
0.32", Tabs: 0.58", List tab + Not at
0.32"

California Department of Education 5/10/12

**Deleted:** 8/31/09

California Department of Education 5/10/12

Intensive Student with disabilities	English learners	Intensive	learners	Intensive		# of Instr
2					Grade 6	# of Instructional minutes at each grade level
					Grade 7	ites at each
					Algebra Readiness	grade level

#### Indicate total number of additional minutes:

Appropriate Allocation of Daily Instructional Time
Time is given priority and protected from interruptions.

3 At least 75% A	2 At least L 50%	1 Less than 50%
---------------------	------------------------	-----------------------

2.7

OAKLAND, CA 94603 400 CAPISTRANO DRIVE **TAMES MADISON MIDDLE SCHOOL** 

California Department of Education 5/10/12,

Page 20 of 41

**Deleted:** 8/31/09

Attach appropriate documents.	School Instructional Procedures:	District Instructional Regulations:	Mathematics	Documentation		California Department of Education
				J. Communication of the Commun	Additional Comments	Academic Program Survey—Middle School Level

JAMES MADISON MIDDLE SCHOOL 400 CAPISTRANO DRIVE OAKLAND, CA 94603

		nents.	Attach appropriate documents
			School/District Pacing Plan by Grade Level or Program Level
		Reading/Language Arts/ELD	
mments	Additional Comments	Documentation	D
Pa   Ins   Ob	Full implementation means that the annual district instructional/assessment pacing guides are in daily use in all reading, language arts, and ELD classrooms to fully implement the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).  • Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.  • The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Reading/Language Arts/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (6-8) for the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	
Implementation Status and Key Components Review and identify which key components apply.	Criteria, Clarifications, and Citations	Objective	Essential Program

California Department of Education 5/10/12

Page 21 of 41

OPKLAND, CA 94603 400 CAPISTRANO DRIVE JAMES MADISON MIDDLE SCHOOL

Attach appropriate documents.	School/District Pacing Plan by Grade Level or Program Level	-		3. Lesson Pacing Guide	Essential Program Component
locuments.	ng i or	Mathematics	Documentation	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted mathematics programs (6-8) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	Objective
	,		Additional Comments	Full implementation means that the annual district instructional/assessment pacing guides are in daily use in all mathematics classrooms to fully implement the current SBE-adopted mathematics programs by grade level (and by tracks if a year-round school schedule).  • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.  • The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Reading/Language Arts/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re teaching; and 4) time to address specific skill needs of students.	Criteria, Clarifications, and Citations
			S	Objective  3.2  Instructional Distril Level Used Pacing Guide Princi	Implemer Review :
				Ke 100% Ke wel sed daily incipal n	ntation : and identi Circle the
				Objective Fully Substantially Partially Minimal  3.2 4 3 At least 75% At least 100% Key Components  Rey Components  Instructional/Assessment Pacing Guides Distributed to all teachers at each grade Level Used daily at every grade level  Pacing Guide Use Monitored Principal monitors daily use	Implementation Status and Key Components Review and identify which key components apply.  Circle the most appropriate rating.
				Partially 2 At least 50%  nts  cing Gui ers at ead ers at ead y use	Key Com omponent ate rating.
				Minimally  A Less than 50%  Ides ch grade	ponents s apply.

OPKLAND, CA 94603

JAMES MADISON MIDDLE SCHOOL

4.1 The district provides the principal and vice-principal(s) with a 40 hour administrative training in the current SBE-adopted administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum. The 40 hours of training provided by a knowledgeable, experienced provider. The district also validates that each practicum based on the mathematics and current sand practicum based on the mathematics instructional materials and components.  1. The administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured provider will include at least 32 hours of training provided by a knowledgeable, experienced provider will include at least 32 hours of training provided by a knowledgeable, experienced provider will include at least 32 hours of training provider will include at least 32 hours of training provider will include at least 32 hours of training provider will include at least 32 hours of training provider will include at least 32 hours of training provider will include at least 32 hours of training and 40 hours of tracturent program materials and 40 hours in the current SBE-adopted mathematics program materials and 16 hours in the current SBE-adopted mathematics program materials and 40 hours of training provider will include at least 32 hours of training and 40 hours of tracturent program materials and 40 hours of training provider will include at least 32 hours of training and 40 hours of tracturent program materials and 40 hours in the current SBE-adopted mathematics program materials and 40 hours of training provider will include at least 32 hours of training and 40 hours of tracturent program materials and 40 hours in the current SBE-adopted mathematics program materials and 16 hours in the current SBE-adopted mathematics program materials and 40 hours in the current SBE-adopted mathematics program materials used in the school:  1. Training and 40 hours in the current SBE-adopted mathematics program from the schools wit							Veganiily/Faiilyuage Aits/FED	
4.1 The district provides the principal and vice-principal(s) have completed the 40 hour administrative training, Module In leadership, support and monitoring and materials and durant SBE-adopted mathematics program materials and durant SBE-adopted mathematics program materials and durant SBE-adopted mathematics program strough a fine-vention program materials and current SBE-adopted mathematics program strough a fine-vention program materials and current SBE-adopted mathematics and current SBE-adopted mathematics and current SBE-adopted mathematics materials sand current SBE-adopted mathematics provider will include at least 32 hours of training in Reading/Language Arts/ELD core or intervention program materials and current SBE-adopted provider will include at least 32 hours of training in Reading/Language Arts/EL provider. The district also and 16 hours in the current Reading/Language Arts/ELD core or intervention materials.  The adopted mathematics materials used in the school; validates that each administrator completes a do hour structured practicum.*  The adopted mathematics materials used in the school; validates that each administrator of the R/LA in the school; validates that each administration of the R/LA in the school; validates that each administration of the R/LA in the school; validates that each administration of the R/LA in the school; validates that each administration of the R/LA in the school; validates that each administration of the R/LA in the school; validates that each administration of the R/LA in the school; validates that each administration of the R/LA in the school; validates that each administration of the R/LA in the school; validates that each administration of the R/LA in the school; validates that each administration of the R/LA in the principal in Reading/Language Arts/EL in the current Reading/Language Arts/EL in the							practicum in the current district-adopted	
4.1 The district provides the principal and vice-principal(s) have completed the 40 hour administrative training, who doule in leadership, support and monitoring needed for the full implementation of the full implementation of the saining in the collowing:  The 40 hours of training in the current SBE-adopted and hours of training in the chlowing:  Skreen (16) hours in the current RBE-adopted and hours of training in the chlowing:  Skreen (16) hours in the current RBE-adopted and hours of training in the chlowing:  Skreen (16) hours in the current RBE-adopted and hours of training in the chlowing:  Skreen (16) hours in the current RBE-adopted and hours of training in the chlowing:  Skreen (16) hours in the current RBE-adopted and hours of training in Reading/Language Arts/EL fraining in Reading/Language Arts/EL fraining in Reading/Language Arts/EL fraining in Mathematics and 16 hours in the current RBE-adopted and some or intensive reading intervention materials and 16 hours in the current RBE-adopted and seasonal to the instruction of the RILA and mathematics instruction of the RILA and mathematics instructional materials and the Essential Program content standards addressed in the materials; and the Essential Program content standards addressed in the materials; and the Essential Program content standards addressed in the materials; and the Essential Program content standards addressed in the materials; and the Essential Program content standards addressed our including state, placement and another placement/standard and benchmark assessments, to determine standards and sundentisk, organing progress						<ul> <li>monitoring and program effectiveness;</li> <li>Structured teacher collaboration time to analyze</li> </ul>	hours of structured	
4.1 The district provides the principal and vice-principal (s) twith a 40 hour administrative training, Module I in leadership, support and monition of the current SBE-adopted and materials and current SBE-adopted raining in the current SBE-adopted current SBE-adopted raining in the current SBE-adopted raining in the following:  The 40 hours of training provided will include at least 32 hours of training in the following:  Sixteen (16) hours in the current Reading/Language Arts/ELD core or intervention program materials and current SBE-adopted raining in the following:  The 40 hours of training provided will include at least 32 hours of training in Reading/Language Arts/ELD basic core and intervention program materials and current SBE-adopted and provided will include at least 32 hours of training in Reading/Language Arts/ELD basic core or intensive reading intervention materials.  The 40 hours of training in the current Reading/Language and the experienced provider will include at least 32 hours of training in Reading/Language Arts/ELD basic core or intensive reading intervention materials.  Training and Practicum Components  Training and Practicum Completed training in Reading/Language Arts/ELD basic core or intensive reading intervention materials.  Training and Practicum Completed training in Reading/Language Arts/ELD basic core or intensive provided by a knowledgeable, and bracing in Reading/Language Arts/ELD basic pr						student placement/exit, ongoing progress	completes this 40-hour	
4.1 The district provides the principal and vice-principal and vice-pr						common standards-based curriculum embedded	This requirement is fulfilled when the administrator(s)	
4.1 The district provides the principal and vice-principal (s) with a 40 hour administrative training, materials and 40 hours of training in the current SBE-adopted and monitoring materials and current SBE-adopted and fine training in the following:  At least 75%   At least 7						use of a variety of formative and summative assessments including state. placement and	Components.	
4.1 The district provides the principal and vice-principal(s) have completed the 40 hour administrative training, Module I in leadership, Module I in leadership, and materials and current SBE-adopted administrative training in the current SBE-adopted materials and 40 hours of training provided by a knowledgeable, experienced provider will include at least 32 hours of training in the following:  1. The 40 hours of training provided by a knowledgeable, experienced provider will include at least 32 hours of training in the following:  2. Reading/Language Arts/ELD core or intervention program materials and 40 hours of structured practicum.  2. Reading/Language Arts/ELD core or intervention program materials and 40 hours of training provided by a knowledgeable, experienced provider will include at least 32 hours of training in Reading/Language and the school; The ancillary materials available to differentiate with disabilities, advanced/benchmark and struggling strategic learners;  2. At least 32 hours of training in Reading/Language Arts/ELD core or intervention materials available to differentiate with disabilities, advanced/benchmark and struggling strategic learners;  3. At least 75%	1					Leadership strategies to support and monitor the	the Essential Program	
4.1 The district provides the principal and vice-principal(s) have completed the 40 hour principal(s) with a 40 hour administrative training, Module In leadership, support and monitoring materials and current SBE-adopted mathematics program materials and current SBE-adopted mathematics program materials and current SBE-adopted mathematics program through a fine current SBE-adopted mathematics and current SBE-adopted mathematics program materials and current SBE-adopted mathematics program through a fine current SBE-adopted mathematics program materials and current SBE-adopted mathematics provider will include at least 32 hours of training in the following:  Sixteen (16) hours in the current Reading/Language Arts/EL sixteen (16) hours in the current SBE adopted mathematics and 16 hours in the current SBE adopted mathematics materials and current SBE adopted mathematics materials and current SBE adopted mathematics materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling structured Practicum*  Training in Mathematics Structured Practicum*  Training in Mathematics Structured Practicum*  Training in Reading/Language Arts/EL Structured Practicum*  Training in Mathematics materials and current Practicum Practicum*  Training in Mathematics materials and current Practicum Practicum*  Training in Mathematics materials and current Practicum Practicum*  Training in Mathematics materials and						The remaining 8 hours focus on the following:	instructional materials and	
4.1 The district provides the principal and vice-principal (s) have completed the 40 hour administrative training, in the current SBE-adopted Reading/Language Arts/ELD core or intervention program materials and current SBE-adopted mathematics and current SBE-adopted mathematics program materials and current SBE-adopted mathematics program materials and current SBE-adopted mathematics program materials and current SBE-adopted mathematics provider by a knowledgeable, experienced provider will include at least 32 hours of training in the following:  Sixteen (16) hours in the current Reading/Language Arts/ELD basic core and intervention program materials and current SBE-adopted mathematics and current SBE-adopted mathematics provider by a knowledgeable, experienced provider will include at least 32 hours of training in Reading/Language Arts/ELD basic core and intervention program materials and current SBE adopted mathematics and current SBE adopted mathematics with disabilities, advanced/benchmark and struggling strategic learners;  4.1 4.2 4.4 4.1 4.4 4.1 100% At least 75% At least 75% At least 75% Experienced provider will include at least 32 hours of training in Reading/Language Arts/ELD basic core and intervention materials and current SBE adopted mathematics with disabilities, advanced/benchmark and struggling strategic learners;  4.1 100% At least 75% A						guide.	implementation of the R/LA	
4.1 The district provides the principal and vice-principal and vice-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 and 40 hours of training provider by a knowledgeable, experienced provider will include at least 32 hours of training in the following:  1. The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of training provided by a knowledgeable, experienced provider will include at least 32 hours of training in Reading/Language Arts/ELD basic core and intervention program materials and 40 hours in the current Reading/Language Arts/EL structured Practicum*  1. The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of training in the following:  2. At least 75% At least						<ul> <li>The use of the instructional/assessment pacing</li> </ul>	practicum based on the	
4.1 The district provides the principal and vice-principal substantially Partially	EPC 3.2.	tivities in	practicum ac	suggested	* Refer to :	content standards addressed in the materials; and	administrator completes a	
4.1 The district provides the principal and vice-principal (s) with a 40 hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted Reading/Language Arts/ELD 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 current Reading/Language Arts/ELD basic core and intervention program and 16 hours in the current SBE adopted mathematics materials used in the school; or adisabilities, advanced/benchmark and struggling and practicum.  Fulliw Substantially Partially Partially Substantially Partially						strategic learners;	validates that each	
4.1 The district provides the principal and vice-principal administrative training, materials and current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hours of training in the current such and 40 hours of training in the following:  Sixteen (16) hours in the current Reading/Language Arts/EL  Training in Mathematics  Training in Reading/Language Arts/EL  Training in Reading/Language Arts/EL  Structured Practicum Completed  Training in Mathematics  Training in Reading/Language Arts/EL			racticum*	aining in N	# F	disabilities, advanced/benchmark and struggling	provider. The district also	
4.1 The district provides the principal and vice-principal and vice-pr	/ELD	uage Arts	Reading/Langu	aining in F	1	instruction for English Learners and students with	knowledgeable, experienced	
4.1 The district provides the principal and vice-principal and vice-pr	i j	•		ipal		<ul> <li>The ancillary materials available to differentiate</li> </ul>	adopted mathematics	
4.1 The district provides the principal and vice-principal and vice-pr						mathematics materials used in the school:	materials and current SBE-	
4.1 The district provides the principal and vice-principal and vice-principal and vice-principal (s) with a 40 hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted Reading/Language  Arts/ELD basic core and  At I The district provides the principal (s) have completed the 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  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 mathematics program materials and 40 hours of structured practicum.  Key Components  Training and Practicum Completed  Training in Reading/Language Arts/EL  Training in Reading/Language Arts/EL  Training in Mathematics			racticum*	ructured F	St	and 16 hours in the current SBE adopted	intervention program	
4.1 The district provides the principal and vice-principal and vice-principal and vice-principal and vice-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 materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathematics program materials and 40 hours of structured practicum.  The 40 hour administrative training in the current SBE-adopted mathemat	Î	rage Airo	Nathematics	aining in N		Sixteen (16) hours in the current Reading/Language     Sixteen or intensive reading intervention materials	Arts/ELD basic core and	
4.1 The district provides the principal and vice-principal and vice-principal and vice-principal and vice-principal and vice-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 experienced provider will include at least 32 hours of training and Practicum Completed  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 and vice-principal(s) have completed the 40 hour administrative training in the current SBE-adopted mathematics program materials and current SBE-adopted mathematics program materials and 40 hours of structured practicum.  Key Components  Training and Practicum Completed  Training and Practicum Completed	ב ב	iago Arte		, , , , , , , , , , , , , , , , , , ,	Principal	training in the following:	Current SBE-adopted	
4.1 The district provides the principal and vice-principal and vice-principal and vice-principal (s) with a 40 hour administrative training, Module I in leadership, support and monitoring needed for the full  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 and monitoring materials and current SBE-adopted mathematics program materials and 40 hours of structured practicum.  Full implementation means the district validates that the principal and vice-principal(s) have completed the 40 hour administrative training.  Reading/Language Arts/ELD core or intervention program materials and durrent SBE-adopted mathematics program materials and 40 hours of structured practicum.  Key Components		ted	cum Comple	ind Practi	Training a	experienced provider will include at least 32 hours of	implementation of the	
4.1 The district provides the principal and vice-principal and vice-principal and vice-principal (s) have completed the 40 hour administrative training, Module I in leadership, support and monitoring and monitoring support and monitoring support and monitoring support and monitoring and monitoring support and support support and support supp						The 40 hours of training provided by a knowledgeable.	needed for the full	
4.1 The district provides the principal and vice-principal and vice-principal and vice-principal (s) have completed the 40 hour administrative training in the current SBE-adopted administrative training.  Reading/Language Arts/ELD core or intervention program  4.1 The district provides the principal (s) have completed the 40 hour administrative training in the current SBE-adopted 4.1 100% At least 75% 50%		It's	v Componer			materials and current SBE-adopted matnematics program	support and monitoring	g
4.1 The district provides the principal and vice-principal (s) with a 40 hour principal(s) with a 40 hour principal (s) with a 40 ho	50%	50%	At least 75%	100%	4.1	Reading/Language Arts/ELD core or intervention program	administrative training,	Leadership Training
4.1 The district provides the Full implementation means the district validates that the principal and vice-principal and vice-p	1	2	ω	4		administrative training in the current SBE-adopted	principal(s) with a 40 hour	Instructional
	Minimally	Partially	Substantially	Fullly 100%	Objective	principal and vice-principal(s) have completed the 40 hour	4.1 The district provides the principal and vice-	4. School Administrator
		te rating.	most appropria	Circle the				Component
m Objective Criteria, Clarifications, and Citations Review and identify which key components apply.	apply.	mponents	ify which key co	w and ident	Revie	Criteria, Clarifications, and Citations	Objective	Program

Formatted: Indent: Left 0.15", Bulleted + Level: 1 + Aligned at: 0" + Tab after: 0" + Indent at: 0.25"

HOOF

400 CAPISTRANO DRIVE

TOWER WEDIRON WIDD

Formatted: Indent: Left: 0.23",
Bulleted + Level: 1 + Aligned at: 0"
+ Tab after: 0" + Indent at: 0.25"

Formatted: Indent: Left: 0.23",
Bulleted + Level: 1 + Aligned at: 0"
+ Tab after: 0" + Indent at: 0.25"

Date of Officiallys.	Data of Officiana	Approved Provider Information:	District Completion Records			
		mation:	ords:	E/LA/ELD & Mathematics	Documentation	or intensive reading intervention program and mathematics program and mathematics program mathematics program materials.  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 (20 hours) and 20 hours of structional 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.
				ιν.		sen — ii nt o nd or —
					Additional Comments	The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.
					Comments	

**Deleted:** 8/31/09

Page 24 of 41

California Department of Education 5/10/12,

JAMES MADISON MIDDLE SCHOOL 400 CAPISTRANO DRIVE JAMES MADISON MIDDLE SCHOOL

ttach appropriate documents.

	Administrator Administrator Instructional Leadership Support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the EPCs.	Essential Objective Component
, , , , , , , , , , , , , , , , , , ,	on e a	x 38835
<ul> <li>Data team protocol training to lead subject area/course level teachers in the analysis and use of data including formative, curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices.</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 English Learners in learning academic content standards.</li> </ul>	rull 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.  * Targeted professional development and support may include:  • Development, use, and monitoring of classroom observation protocols to include  Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide,  The effective implementation of targeted research-based instructional strategies to meet the needs of all students including English learners and students with disciplination.	Criteria, Clarifications, and Citations
	Objective Fully Substantially Partially Minim  4.2 3 At least 2 1  4.2 At least 75% Sow Essy Components  Principal's Professional Development  Completed  Identify type of professional development/support* and hours (refer to suggested targeted professional development and support list):	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.

Formatted: Indent: Left: 0.18",
Bulleted + Level: 1 + Aligned at: 0"
+ Tab after: 0.25" + Indent at:
0.25", Tabs: 0.43", List tab + Not at
0.25"

OAKLAND, CA 94603 400 CAPISTRANO DRIVE **19MES MADISON MIDDI'E SCHOOF** 

Page 25 of 41

California Department of Education 5/10/12

California Department of Education 5/10/12,

	_
Ď	1
9	
Þ	١
÷	
8/3	1
5	1
Ø	1

			documents.	Attach appropriate documents.
				Date of Offerings:
				Information:
				Approved Provider
				Records:
				District
	tics	Mathematics	Reading/Language Arts/ELD	
Additional Comments			Documentation	
Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives.	<ul> <li>Coaching implement</li> </ul>			
instruction to support struggling learners.	instruction			
progress of common students and adapt and adjust	progress			
aligned, formative assessments to collaborate about the	aligned, fo			
Supporting and training general, special education and intervention teachers to use common ongoing standards-	Supporting			
materials.	instructional materials.			
and community stakeholders about implementation of	and comm			
Training in effective communication with teachers, parent	<ul> <li>Training in</li> </ul>			
Implementation and monitoring of standards-based IEP.	<ul> <li>Implement</li> </ul>			
including support on providing tiered intervention	including s			
Training on Response to Instruction and Intervention (Rtl2)	<ul> <li>Training or</li> </ul>			

NAMES MADISON MIDDLE SCHOOL 1900 CAPISTRANO DRIVE 1900 CAPISTRANO DRIVE

5.1			Documentation	Documentation  Reading/Language Arts/ELD	Documentation  Documentation  Reading/Language Arts/ELD  District SB 472 Completion Records: Approved Provider Information:	<u>5</u> .
re rict staffs all h fully	h fully gighly ers, per the f the No nd (NCLB)		Mathematics			
Criteria, Clarifications, and Citations Full implementation means that all classrooms have fully credentialed, highly qualified teachers appropriately	credentialed, highly qualified teachers appropriately credentialed for their assignment.	Additional Comments				
Revio	5.1 qualified	omments				
ew and identi Circle the	100% Ke ercentage teachers.					
Review and identify which key components apply.  Circle the most appropriate rating.  jective Fully Substantially Partially Minim	At least 75% At least 50% 50% 50% 100% At least 75% 2 Less 50% 50% 50% 100% At least 75% 2 Less 50% 2 Less		ý			
omponents a ate rating.  Partially	At least 50% nts					
Minimally  1	Less than 50%					

**Deleted:** 8/31/09

5/10/12

NAMES MADISON MIDDLE SCHOOL OPKLAND, CA 94603

						Opportunity	Professional Development	5. Credentialed Teachers and	Essential Program Component
oloo solidatoo that aaah	program in use at the school/district	intervention instructional	Reading/Language Arts/ELD and/or SBE-	development program provided by a knowledgeable and experienced provider for the current SBE-adopted	with a 40-hour instructional materials professional	and programs, including special education and ELD)	Reading/Language Arts/ELD (in all grade levels	5.2 The school/district provides teachers of	Objective
student placement/exit and progress monitoring; protocols for	based curriculum embedded/formative assessments for	standards addressed in the materials; the use of variety of	instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content	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 different the reviewing the ancillary materials available to different the review of the specific process.	school through an experienced, knowledgeable provider.	the current SBE-adopted Reading/Language Arts/ELD	completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in	Full implementation means that all teachers of  Reading/Language Arts/ELD and intensive intervention have	Criteria, Clarifications, and Citations
	Grade 7	Grade 6		Indicate the number of teachers at each grade level and number completing training and practicum:	Training and Practicum Completed:		5.2	Objective	Implem Reviev
			# Tea	the nur numb n:	and Pr		100%		entatio v and ide Circle t
3	C	Ü	# of /	Indicate the number of teachers at each glevel and number completing training and practicum:	acticum (	<b>Key Components</b>	3 At least 75%	Substantially	plementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
	7	5	40 hour Training	eachers eting tr	Comple	ponent		<del>                                     </del>	and Keh key con
_				s at ear	ted:	Ø	2 At least 50%	Partially	ponent rating.
	c	(	Structured Practicum	ch gra and			Less than 50%	Minimally	ipone s apply

OPKTYND' CY 34603 400 CAPISTRANO DRIVE

**NAMES MADISON MIDDLE SCHOOL** 

Grade 8	Grade 7	Grade 6	
0	C	S	# of Teachers
(	(	(	40 hour Training
5	(	(	Structured Practicum

<sup>\*</sup> Refer to suggested practicum activities

implementation of the instructional materials and the Essential Program Some practicum activities might include: deliver instruction to meet varying student needs. to inform classroom and school-wide practices. Data team protocol training to analyze and use data

Components.

also validates that each

based on the

hour structured practicum teacher completes an 80

professional development at the school site to skillfully collaborative data conversations; and the need for ongoing student placement/exit and progress monitoring; protocols for based curriculum embedded/formative assessments for

implement all components of the adopted program and understand and use research-based practices to plan and

when the teacher completes 40 hours of SBE-adopted This requirement is fulfilled

meetings: Weekly/monthly collaborative time to discuss and use student achievement results to Participation in subject area/course level team

instructional materials

**Deleted:** 8/31/09

California Department of Education 5/10/12,

	nts.	Attach appropriate documents
		Dates of Offerings:
		Approved Provider Information:
		District Completion Records:
	Reading/Language Arts/ELD	
Additional Comments	Documentation	Do
determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.  Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.  Participation in a 40-hour English larguage learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards.  Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.  Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.  Training on Rtl <sup>2</sup> including support on providing tiered 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.	training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.	

Page 29 of 41

California Department of Education 5/10/12

**Deleted:** 8/31/09

JAMES MADISON MIDDLE SCHOOL OAKLAND, CA 94603

Essential

Component	Objective
5. Credentialed	5.3 The school/district
Teachers and	provides teachers of
Professional	mathematics (in all grade
Development	levels and programs,
Opportunity	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
	use at the school. The
	school/district also
	validates that each
	teacher completes an 80
	hour structured
	practicum based on the
	implementation of the
	instructional materials
	and the Essential
	Program Components.
	This requirement is
	fulfilled when the teacher

la	Training a	ble provider.
- (	,	-adopted mathematics program allow intensive program used at the school through an experienced,
	5.3	sted a 40-hour instructional materials professional t and 80-hour follow-up structured practicum in the
1	Objective	entation means that all teachers of mathematics, gebra I Strategic Support and Algebra Readiness

planning, pacing, and instructional delivery of se research-based practices to plan and ponents of the adopted program and academic content standards addressed in the ategic learners; curriculum Framework lents with disabilities, advanced/benchmark ssional development focuses on the content, to meet varying student needs. nal development at the school site to skillfully borative data conversations; and the need for dards-based curriculum embedded/formative of variety of assessments including placement materials. Time is also spent reviewing the tudent placement/exit and progress monitoring; available to differentiate instruction for English

#### activities might include:

- e SBE adopted 4-7th intensive intervention nal materials along with the basic core program.
- m protocol training to analyze and use data to ssroom and school-wide practices.

Implem Reviev	entation w and ide Circle to	Implementation Status and Key Components Review and identify which key components apply.  Circle the most appropriate rating.	Key Comp components riate rating.	onents apply.
Objective		Substantially	Partially	Minimally
5.3	100%	3 At least 75%	2 At least 50%	1 Less than 50%
	-			

#### and Practicum Completed

Key Components

level and number completing training and Indicate the number of teachers at each grade practicum:

Algebra Readiness	Algebra	Grade 7	Grade 6		
P	b	9.	()	# of Teachers	
7	<	(	>	40 hour Training	
(	5	(	7	Structured Practicum	

<sup>\*</sup> Refer to suggested practicum activities

OAKLAND, CA 94603 400 CAPISTRANO DRIVE JAMES MADISON MIDDLE SCHOOL

California Department of Education 5/10/12

				and a state of the second
			te documents	Attach appropriate documents
			gs:	Dates of Offerings
			der Information:	Approved Provider Information:
			on Records:	District Completion Records:
		Mathematics		
nts	Additional Comments	tion	Documentation	
	formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.			
	<ul> <li>Training for general, special education, and intervention toochors to use common congoing standards aligned</li> </ul>			
	<ul> <li>Implementation and monitoring of standards-based IEP.</li> </ul>			
	<ul> <li>Training on Rtl<sup>2</sup> including support on providing tiered</li> </ul>			
	technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.			
	<ul> <li>Curriculum-Embedded Technology Support: Use of</li> </ul>			
	the adopted curriculum provided by a coach or mentor.			
	Teacher-led Demonstration Lessons: Reflection and			
	learning academic content standards.			
	professional development institute to nigninging instructional practices to support English Learners in			
	Participation in a 40-hour English language learner			
	instruction.			
	adopted program, which may include content support as well as research-based strategies for effective delivery of	development plan.	deve	
	to the skillful implementation of all components of the	professional	profe	
	<ul> <li>Coaching Participation: Classroom coaching tied directly</li> </ul>	school/district	scho	
	being implemented, the effective use of research-based	of the adopted program	of the	
	progress, the degree to which the adopted curriculum is	effective implementation	effec	
	student achievement results to determine student	is aligned with the	is ali	
	Weekly/monthly collaborative time to discuss and use	structured practicum that	struc	
	<ul> <li>Participation in subject area/course level team meetings:</li> </ul>	training and 80 hours of	traini	

California Department of Education 5/10/12

**Deleted:** 8/31/09

Page 31 of 41

OPKLAND, CA 94603-JAMES MADISON MIDDLE SCHOOL

			School Plan for
		Reading/Language Arts/ELD	
	Additional Comments	Documentation	Do
Objective Fully Substantially Partially Minimally  6.1 4 3 At least 75% At least 150% Key Components  Coaches/Content Experts/Specialists: Type of instructional assistance Works primarily in classrooms  Describe type of classroom/teacher assistance regularly provided to teachers:  Describe criteria used for identifying and providing coaching/System Principal structures/monitors instructional assistance services  Trained Goaches/ Content Experts/Specialists Completed SBE adopted materials-based training (identify which program[s]).  Completed ELPD  Describe type of training/ support planned and/or provided for coaches/content experts/specialists:	Full implementation means that the school/district provides reading/language arts/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's current adopted Reading/Language Arts/ELD and intensive intervention instructional programs to improve student achievement.  The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps.  Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, English learners, students with disabilities, benchmark and advanced learners.  The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers.  The principal structures and monitors the use and impact of coaching services on students' achievement.	6.1 The school/district provides instructional assistance and ongoing support to all teachers of Reading/Language Arts/ELD, including strategic and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program, and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	87.5
Implementation Status and Key Components Review and identify which key components apply.  Review the most appropriate rating	Criteria, Clarifications, and Citations	Objective	Essential Program

Page 32 of 41

to Teachers:

California Department of Education 5/10/12,

1AMES MADISON MIDDLE SCHOOL OOKLAND, CA 94603

## Academic Program Survey—Middle School Level

Objective  Criteria, Clarifications, and Citations  Equil implementation means that the school/district provides instructional assistance and ongoing support to all teachers or coaches, specialists, or other teacher support personnel with the caches, sortent experts, and specialists who are knowledgeable about the current adopted programs and work inside programs are twick instruction.  Equil implementation means that the school/district provides instructional assistance and dinary without by components and support to assist in the cacher support personnel with the skellful implementation of the adstrict's current adopted mathematics instructional assistance includes ensuring and the cacher so are trained to an advanced level on research programs and work inside professional development and early provided to teachers:  Support to all teachers of caches, societally in the classrooms assistance and depeted mathematics instructional assistance includes ensuring and the classrooms to support the current adopted program and work inside professional development and development and development and development and expert and advanced level on research programs and work inside prosperation, teacher collaboration, student goal setting programs and work inside provided about the current adopted program and work inside provided about the current adopted program and work inside prosperation and teacher solidations instructional assistance includes ensuring and the classrooms to support to state the deservation and teacher solidations.  Support to all teachers of the district's current adopted program and work inside provided about the current adopted program and work inside provided about the current adopted program and work inside provided about the current adopted program and work inside provided about the current adopted program and work inside provided about the current adopted program and work inside provided about the curre	Objective  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Dogethe instructional  Sassistance and ongoing, targeted  assistance and ongoing trained and experienced content experts, and specialists  undernatics, including strategic and intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the current adopted mathematics instructional programs and work inside the leachers and instructional delivery includes ensuring all teachers are trained to an advanced level on research and interventional delivery includes ensuring all teachers and instructional delivery includes ensuring all teachers and instructional delivery includes ensuring and dependent their knowledge about the content and the eleviery of instruction.  The coaches/content experts are trained to an advanced learners. Students with planning and dependent eleviery of progress monitoring, data analysis, intervention placement and support to assist them in strengthening the instructional delivery includes ensuring subjects of reachers, content experts, and specialists.  The coaches/content experts and specialists.  The coaches/content experts are trained to an advanced learners. Students with planning and the eleviery of progress monitoring, data analysis, intervention placement.  The coaches/content experts are trained to and advanced learners.  The coaches/content experts are trained to and advanced learners.  The coaches/content experts are trained to and advanced learners.  The coaches/content experts are trained to and advanced learners.  The principal structures/monitors instructional assistance experts are trained to and advanced learners.  The principal structures/monitors instructional assistance experts are trained to and advanced learners.  The principal structures/monitors instructional assistance experts are trained to and advanced learners.  The principal structure	``.	Page 33 of 41				California Department of Education	partme
Objective  Criteria, Clarifications, and Citations The school/district provides instructional assistance and ongoing support through trained and experienced content experts, support to all teachers of coaches, content experts, and specialists with or the current adopted possible options include rather matcher and optical provides and intervention. Some possible options include rather adopted possible options include the current adopted program and work inside their knowledge about the content and the delivery of instruction. Support includes assistance and the delivery of instruction. English learners, students with need intervention, English learners, students with date provided about the content and the delivery of instructions are trained in an appropriate rather and the delivery of instruction. The provided with ongoing professional development and support to assist them in strengthening the instructional content and support to assist them in strengthening the instructional content and support provided with ongoing professional development and support to assist them in strengthening the instructional content experts.  Cacches/Content Experts/Specialists: because and instructional elevery through onsist stance includes ensuring all the chessons, including observation and feeback for next steps. The coaches/content experts and specialists: subtored achievery of instructions and feeback for next steps. The coaches/content experts and provided to teachers:  Additional Commentation of the specialists on other teachers and development and support to assist the achievement.  Support includes assistance includes ensuring all the chest with and evelopment and support to assist the analysis, includent synthes are trained in an of provided with ongoing professional development and support to assist the matter, and advanced learners.  The coaches/content experts specialists:  Support to active rather and the delivery of instructional provided to coaches/content experts/Specialists:  Training (dentify which key componen	Objective  Criteria, Clarifications, and Citations reschool/district provides reschool/district provides reschool/district provides recovers instructional sustance and onjoing support to all teachers or coaches, specialists, or other teacher support resonnel with subport to all teachers or coaches, specialists, or other teacher support resonnel with support to all teachers or coaches, specialists, or other teacher support resonnel with support to all teachers and teachers and specialists who work primarily in the classroom assist with the full and sulport include and support instructional desirence includes ensuring all teachers are trained to an advanced level on research- be classrooms to support and work inside reclared mathematics instructional assistance includes ensuring all teachers and deepen reclared mathematics instructional assistance includes ensuring all teachers and deepen reclared mathematics instructional assistance includes ensuring all teachers and deepen reclared mathematics instructional assistance includes ensuring all teachers and deepen reclared mathematics instructional assistance includes ensuring all teachers and deepen reclared mathematics instructional assistance includes ensuring all teachers are trained to an advanced level on research- beach practices of reachers instruction placement and monitoring, and strategies for instructing students with the abilities, benchmark and advanced learners. The coaches/content experts are trained to and experts are trained to and experts and the delivery through onsite teachers and deepen required in and the delivery through onsite teachers and deepen required in and the delivery through onsite teachers and deepen required in and demonstration placement and monitoring, and strategies for instructing students with the sabilities, benchmark and advanced learners. The principal structures/monitors instruc- provided to teachers. Training (Index)  Monitoring Coaching System  Monitoring Coaching System  Monitoring Coaching System  Monitoring Coaching S	Deleted: 8/31/09						School Plan for Assistance and Support to Teachers:
Objective  Criteria, Clarifications, and Citations  The school/district provides instructional assistance and orgoing support to all teachers or teachers or support to all teachers or teachers.  Support to all teachers or dependent and and monitoring development and dependent and and monitoring development and are provided with ongoing provided with orgoing or support.  Priming (dentify which programs is trained to an advanced leave) through oratics and instructional and provided with orgoing or deache	Objective  Criteria, Clarifications, and Citations  Full implementation means that the school/district provides instructional dasher of oxides instructional support to all teachers of support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with safematics, including subject matter. The coaches, content experts, and specialists who work ormanity in the classroom assist with the full and strength on are knowledgeable to a returned coaches, content experts and specialists who work ormanity in the classroom assist with the full and the delivery of the carbon and the delivery of structional assistance includes ensuring all teachers and dependent and the delivery of struction. The coaches content experts are trained to an advanced learners, struction.  Implementation Status and Key Components Review and identify which key components who was content experts, and specialists on the eachers support the cachers support the eachers support the cachers support the cachers and deepen processional development and demonstration leasons, including observation and feedback for next steps.  Support includes assisting the processional development and preparation, teacher collaboration, student goal setting, progress monitoring, and strategies for instructing students with dealing the progress monitoring, and strategies for instructing students with delivery of a structure and the delivery of support floudes assisting the progress monitoring, and strategies for instructions graph and are provided with organization. English learners, students with an experiment and providing coaching support.  Morks primarily in classrooms feedback for next steps.  Support includes assisting teachers with planning and providing coaching support.  Morks primarily in classrooms feedback for next steps.  Support includes assisting teachers with planning and providing coaching support.  Morks primarily in classrooms feedback for next steps.  Support includes assisting teachers with planning and						Mathematics	
Objective  Criteria, Clarifications, and Citations  The school/district The school/dis	Objective  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Review and identity which key components are rovides instructional subject matter. The coaches specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted onseined programs to improve student support to eachers and deepen eleachers are trained to an advanced level on research of the delivery of programs and the delivery of dissolities, benchmark and advanced level on rest including observation and strategies for instruction programs and the delivery of dissolities, benchmark and advanced level professional development and monitoring, data analysis, intervention placement.  The coaches/content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted achieves matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation assistance includes ensuring all eachers are trained to an advanced level on research based practices and instructional assistance includes ensuring all provided to teachers.  Support includes assisting teachers support provided to teachers:  Caachés/Content Experts/Specialists  Web/Components  At Least Type of instructional assistance includes ensuring all eachers are trained to an advanced level on research based practices and instructional delivery frough onsite provided to teachers:  Caachés/Content Experts/Specialists  Web/Components  At Least Type of instructional assistance induces ensuring all eachers are trained to an advanced level on research based practices and instructional provided to teachers:  Caachés/Content Experts/Specialists  Caachés/Content Experts/Specialists  Mey Components  At Least Type of instructiona	i.			ents	Additional Comm	Documentation	_
Objective  Criteria, Clarifications, and Citations The school/district provides instructional assistance and ongoing support to all teachers of mathematics and intervention fleachers or possible options include intervention. Some spossible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the teachers and deepen their knowledge about the current and the delivery of instruction.  The coaches content and deepen instruction and feechback for next steps. Support includes assisting teachers with panding observation, and streagles for instructions are provided with ongoing professional development and are provided with ongoing professional development and coracties of tachers.  Criteria the most appropriate rating. Partially provides matter maths propriate rating. Substantially Partially provided mathematics instruction the achieve mogning instruction and sexperienced content experts, and specialists who work primarily in the classroom assist with the full and schievement.  The coaches, content experts, and specialists who work primarily in the classroom assist with the full and schievement.  The ongoing instructional assistance includes ensuring all teachers are trained on and advanced level on researchbased by the coachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, and strategies for instructing students with need intervention. English learners, students with disabilities, benchmark and advanced learners.  The coaches, content experts, and specialists with the full and schievement.  Capachés/Content Experts/Specialists:  Capachés/Content Experts/Specialists:  Support includes ensuring all the full and schievements and instructional assistance includes ensuring all the full and schievements.  Capachés/Content Experts/Specialists:  Capachés/Content Experts/Specialists:  Capachés/Content Experts/Specialists:  Capachés/Content Experts/Specialists:  Capachés/Content Experts/Specia	Objective  Criteria, Clarifications, and Citations  Review and identify which key components and specialistic mathematics and intervention teachers ongoing, targeted support to all teachers of support through trained and experienced content experts, and specialists who work primarily in the classroom assist with the full and skilful implementation of the district's current adopted ossible options include mathematics instructional programs to improve student experts and specialists who work primarily in the classroom assist with the full and skilful implementation of the delivery of anied coaches, content experts, and specialists who work primarily in the classroom assist with the full and skilful implementation of the delivery of one tractices and instructional assistance includes ensuring all teachers are trained to an advanced level on research based practices and instructional advelopment and demonstration lessons, including observation and feedback for next steps.  Support includes assisting teachers with planning and provided with ongoing professional development and amonitoring, and strategies for instructing students with disabilities, benchmark and advanced learners.  The coaches/content Experts/Specialists:  Ceachés/Content Experts/Specialists:  Ceachés/Con	1	ort planned ntent	of training/ supposed for coaches/coalists:	Describe type and/or provide experts/specia			
Objective  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Implementation Status and Key Components agassistance and ongoing assistance and ongoing assistance and ongoing instructional assistance and intervention. Some possible options include intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the classrooms to support includes assisting teachers with programs and work inside their knowledge about the content and the delivery of instruction, and strategies for instruction guidents with disabilities, benchmark and advanced leavel or next steps.  Criteria, Clarifications  Review and identify which key components are advanced content experts, and specialists content experts, and specialists with the full and subject matter. The coaches, content experts, and specialists with the full and subject matter. The coaches, content experts, and specialists with the full and subject matter. The coaches, content experts, and specialists with the full and subject matter. The coaches, content experts, and specialists with the full and subject matter, and experienced content experts, and specialists with the full and achievement.  Support includes ensuring all teachers are trained to an advanced level on research programs and work inside professional development and demonstration lessons, includes ensuring all provided to teachers:  Coaches/Content Experts/Specialists:  Coaches/Content Experts/Spe	Objective  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Review and identity which key components appropriate rating.  Full implementation means that the school/district provides sistance and ongoing upport through trained and experienced content experts, and specialists who work primarily in the classroom assist with the full and tervention. Some cosches, content experts, and specialists who work primarily in the classroom assist with the full and tervention. Some sore trained to an advanced level on research based precisional development and demonstration let eachers are trained in and the delivery of disabilities, benchmark and advanced learners.  Criteria, Clarifications  Review and identity which key components appropriate rating.  Conclude the most appropriate rating.  Copiective  Criteria, Clarifications  Review and identity which key components are composing to content experts, and specialists who work primarily in the classroom assist with the full and support tractional programs to improve student and the full and statistic provides content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current dopted mathematics includes ensuring all tervention. Experts/Specialists:  Copiective  Criteria the most appropriate rating.  Substantially Partially components appropriate rating.  At least to possible to provide to teachers substance ensuring all tervention provided to teachers:  Copiective  Criteria the most appropriate rating.  Substantially Partially components appropriate rating.  Copiective  Criteria the most appropriate rating.  Substantially Partially components  At least type of instructional assistance ensuring all tervention provided to teachers:  Creachés/Content Experts/Specialists:  Copiective  Criteria the most appropriate rating.  Copiective  Criteria the most appropriate rating.  At least type of instructional propriate rating.  Copiective  Criteria the most appropriate rating.		program[s]).	ing (identify which pleted ELPD	Comp	are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers.		
Objective  Criteria, Clarifications, and Citations The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include about the current adopted about the teachers are trained to an advanced level on research specialism and work inside the teachers and deepen content and the delivery of instruction.  Criteria, Clarifications, and Citations  Review and identity which key components and specialists or nother texperts, as gupport personnel with subject matter. The coaches, specialists, or other teacher support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathematics instructional programs to improve student texperts. Type of instructional assistance includes ensuring all teachers are trained to an advanced level on research based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps.  Support includes assisting teachers of mathematics instructional assistance includes ensuring and provided to teachers:  Describe type of classroom/teacher assist regularly provided to teachers:  Describe type of classroom/teacher assist regularly provided to teachers:  Describe criteria used for identifying and providing coaching System  Principal structures/monitors instructions assistance end intervention placement and feedback for next steps.  Support includes assisting teachers with planning and providing coaching System  Monitoring Coaching System  Monitoring Coaching System  Monitoring Coaching System  Principal structures/monitors instructions assistance end intervention placement and demonstration instructions assistance end intervention placement and provided to teachers:  Monitoring Coaching System  Monitoring Coaching System  Monitoring Coaching System  Monitori	Objective  Criteria, Clarifications, and Citations  sschool/district rovides instructional ssistance and ongoing support to all teachers of authematics, including athematics, including and etervention. Some tervention. Some tervention. Some tervention. Some tervention. Some tervention soubject matter and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted matthematics instructional programs to improve student eteachers and specialists to are knowledgeable bout the current adopted rogram and work inside re teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps.  Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, and strategies for instructions students with disabilities, benchmark and advanced learners.		rts/Specialists materials-based	hes/ Content Expe	Trained Coach	<ul> <li>The coaches/content experts are trained in and knowledgeable about the current adopted program and</li> </ul>		
Objective  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  The school/district provides instructional assistance and ongoing support to all teachers of support to all teachers of coaches, specialists, or other teacher support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skilliful implementation of the district's current adopted mathematics instructional programs to improve student the current adopted program and work inside the cachers are trained to an advanced level on research based practices and instructional delivery through onsite professional development and demonstration progress monitoring, data analysis, intervention placement who instructions and freeback for instruction progress monitoring, and strategies for instructing students who instructions and freeback for instruction progress monitoring, and strategies for instructing students who instructions and feeback for instruction provided to teachers:    Implementation Key Components Review and identity which key components and interventions and interventions and intervention teachers ongoing, targeted support teachers support personnel with subject matter experts, and specialists who work primarily in the classroom student experts, and specialists who work primarily in the classroom student to an advanced level on research based practices and instructional delivery through onsite professional development and demonstration lessons, including coaching support.	Objective  Criteria, Clarifications, and Citations  Implementation Status and Key Components are condens including upport to all teachers of tarefact and internsive tared content. Specialists on the current adopted reachers and work inside reclarists and deepen ontent and the delivery of instruction.  Criteria, Clarifications, and Citations  Circle the most appropriate rating.  Full implementation means that the school/ldistrict provides mathernatics, including trained and experienced content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathernatics instructional programs to improve student achievement.  The orgoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps.  Support includes assisting teachers with planning and providing coaching System  Implementation Status and Key Components are circle the most appropriate rating.  Cobjective  Full implementation status and Key Components are circle the most appropriate rating.  Full implementation means that the school/ldistrict provides and intensity progreads and experienced content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathematics instructional 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, stated to an advanced level on research-based practices and instructional delivery of classroom/teachers.  Ceachés/Content Experts/Specialists  Ceachés/Content Experts/Specialists  Ceachés/Content Experts/Specialists  Ceachés/Content Experts/Specialists  Ceachés/Content Experts/Specialists  Ceachés			ance services	assista	need intervention, English learners, students with disabilities, benchmark and advanced learners.		
Objective  Criteria, Clarifications, and Citations  The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include who are knowledgeable about the current adopted program and work inside the etachers are trained to elassrooms to support the leachers and deepen the content object mathematics and intervention teachers ongoing, targeted support through trained and experienced content experts, and specialists who work primarily in the classroom assist with the full and achievement.  The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research sachers are trained to an advanced level on research including observation and feedback for next steps.  Substantially Partially Cobjective Mathematics instructional experts, and specialists who work primarily in the classroom assist with the full and achievement.  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.  Describe criteria and Key Components and identity which key components and identity which key components appropriate rating.  Partially Partially Partially Partially subject mather. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathematics instructional assistance includes ensuring all who work primarily in classrooms  Type of instructional assistance includes ensuring all who work primarily in classrooms  Type of instructional delivery through onsite regularly provided to teachers:  Quachés/Content Experts/Specialists  Coachés/Content Experts/Specialists  Coachés/Content Experts/Specialists  Coachés/Content Experts/Specialists  Coachés/Content Experts/Special	Objective  Criteria, Clarifications, and Citations  Pull implementation means that the school/district mathematics and intervention teachers ongoing, targeted support through trained and experienced content experts, and specialists upon to all teachers, specialists, or other teacher support personnel with teategic and intensive teachers, content experts, and specialists who work primarily in the classroom assist with the full and specialists. The ongoing instructional programs to improve student eachers and deepen terk nowledge about the current adopted professional development and demonstration lessons, including observation and feedback for next steps.  Support includes assisting teachers with planning and providing coaching support:  Criteria, Clarifications Review and identity which key components and identity which key components and identity which key components are distingted and identity which key components are distingted and intervention. Subjective mathematics intervention teachers ongoing, targeted support through trained and experienced content experts, and specialists who work primarily in the classroom assist with the full and she least 75% and specialists.  Who work primarily in the classroom assist with the full and she least 75% and specialists.  The ongoing instructional programs to improve student to an advanced level on research based practices and instructional assistance includes ensuring all teachers are trained to an advanced level on research based practices and instructional delivery through onsite regularly provided to teachers:  Objective Fully Substantially Partially  Substantially Partially  Met least 75% At le	7	ors instructional	vaching System al structures/monito		progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing students who	content and the delivery of instruction.	
Objective  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  The school/district provides instructional assistance and ongoing assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include rained coaches, content experts, and specialists who are knowledgeable about the current adopted professional development and demonstration lessons, including observation and feedback for next steps.  Criteria, Clarifications, and Citations  Review and identify which key components and identify which key components and identify which key components are trained.  Full implementation means that the school/district provides mathematics propriate rating.  Fully Substantially Partially provides support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and schievement.  The ongoing instructional programs to improve student teachers are trained to an advanced level on research based practices and instructional delivery through onsite provides on the most appropriate rating.  Partially Partially Cobjective Wey Components  At least 75% At	Objective  Criteria, Clarifications, and Citations  Eull implementation means that the school/district provides instructional support to all teachers of upport to all teachers, specialists, or other teacher support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathematics instructional 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, lescribe type of classroom/teacher assistance includes contents.  Implementation Status and Key Components Review and identify which key components and identify which key components with substantially Partially Cobjective Fully Substantially Partially Cobjective He most appropriate rating.  At least Cobjective Fully Substantially Partially Cobjective With Substantially Partially Cobjective He most appropriate rating.  At least Cobjective Components with Substantially Partially Cobjective He most appropriate rating.  At least Cobjective Components Web Components  Key Components  Key Components  At least Coaches/Content Experts/Specialists:  Coaches/Content Experts/Specialists with the full and statuctional programs	10 12	The state of the	ching support:	providing coad	<ul> <li>Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting,</li> </ul>	the teachers and deepen their knowledge about the	
Objective Criteria, Clarifications, and Citations  The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include about the current adopted program and work inside professional development and demonstration lessons,	Objective  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Crice the most appropriate rating.  Full implementation means that the school/district provides mathematics and intervention teachers organized support to all teachers of subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skilful implementation of the district's current adopted mathematics instructional programs to improve student achievement.  The ongoing instructional assistance includes ensuring all cachers are trained to an advanced level on research based practices and instructional delivery through onsite professional development and demonstration lessons.  Implementation Status and Key Components Review and identity which key components and identity which key co	Carl En	fying and	ria used for identi	Describe crite	including observation and feedback for next steps.	the classrooms to support	
Objective Criteria, Clarifications, and Citations  The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include possible options include experts and specialists who are knowledgeable who are knowledgeable who are knowledgeable contents are trained to an advanced level on research.  Criteria, Clarifications, and Citations  Review and identity which key components are circle the most appropriate rating.  Circle the most appropriate rating.  Objective  Fully Substantially  Substantially Partially  At least 75% Some force is called to an advanced level on research.	Objective  Criteria, Clarifications, and Citations  Cricle the most appropriate rating:  Full implementation means that the school/district provides instructional ssistance and ongoing statematics, including trategic and intensive attervention. Some ossible options include and specialists content experts and specialists  The ongoing implementation of the district's current adopted mathematics instructional assistance includes ensuring all teachers are trained to an advanced level on research-  Circle the most appropriate rating:  Partially Substantially Partially Components and Key Components and Key Components and intensive subject mathematics, and experienced content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathematics, content experts, and specialists:  The ongoing instructional assistance includes ensuring all the achievement.  Coachés/Content Experts/Specialists:  Coachés/Content Experts/Specialists  Coachés/Content Experts/Specialists  Coachés/Content Experts/Specialists  Coachés/Content Experts/Specialists  C	neiter	2 days	ided to teachers:	regularly prov	based practices and instructional delivery through onsite professional development and demonstration lessons,	about the current adopted program and work inside	
Objective Criteria, Clarifications, and Citations  The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intervention. Some possible options include ratined coaches, content trained coaches, content trained coaches, content achievement.  Criteria, Clarifications, and Citations  Circle the most appropriate rating.  Pull implementation means that the school/district provides mathematics and intervention teachers ongoing, targeted support through trained and experienced content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathematics instructional programs to improve student achievement.  The coordinates of criteria, Clarifications, and Citations  Review and identity which key components and identity which key content experts and identity which key components and identity whi	Objective  Criteria, Clarifications, and Citations  Haplementation Status and Key Components and identify which key components appropriate rating.  Full implementation means that the school/district provides mathematics and intervention teachers ongoing, targeted support to all teachers of authematics, including trategic and intensive strategic and intensive schievement.  Coaches, content experience content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathematics instructional programs to improve student achievement.  Criteria, Clarifications, and Citations  Review and identify which key components objective Fully and identify which key components.  Circle the most appropriate rating.  Objective  Fully Substantially  Coaches, Content experts, and specialists with the full and skillful implementation of the district's current adopted mathematics instructional programs to improve student achievement.  Type of instructional assistance and ongoing, targeted support trailly partially coaches, content experts, and specialists with the full and skillful implementation of the district's current adopted mathematics instructional assistance and ongoing trailing and experience content experts, and specialists with the full and skillful implementation of the district's current adopted mathematics instructional assistance and ongoing trailing and circle the most appropriate rating.  Coaches, Specialist with substantially partially substantially partially substantially subst		her assistance	of classroom/teac	Describe type	teachers are trained to an advanced level on research-	who are knowledgeable	
Objective Criteria, Clarifications, and Citations  The school/district provides instructional assistance and ongoing assistance and ongoing targeted support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include mathematics instructional programs to improve student  Criteria, Clarifications, and Citations  Review and identify which key components appropriate rating:  Circle the most appropriate rating:  Circle the most appropriate rating:  Objective  Fully Substantially Partially subjective intervention teachers ongoing, targeted acuperts, subject and intervention teachers ongoing, targeted acuperts, subject matter. The coaches, content experts, and specialists with the full and skillful implementation of the district's current adopted mathematics instructional programs to improve student  Circle the most appropriate rating:  Objective  Fully Substantially  At least 75% At least 75% At least 75% Some ponents  Circle the most appropriate rating:  Coaches, Content experts, and Special states and Citations  Circle the most appropriate rating:  Objective  Fully Substantially  At least 75% At least 75% At least 75% Some ponents  Exercise to the most appropriate rating:  Coaches, Specialists:  Mat least 75% At least 75% At least 75% Some ponents  Exercise to the most appropriate rating:  Coaches, Specialists:  Coaches, Content Experts/Specialists:  Coaches, Content Experts/Specialists:  Circle the most appropriate rating:  Cobjective  Coaches, Content Experts/Specialists:  Coaches, Content Experts/Specialists:  Coaches, Content Experts/Specialists:	Objective  Criteria, Clarifications, and Citations  He school/district rovides instructional sistance and ongoing upport to all teachers of trategic and intensive trategic and intensive onesible options include mathematics include mathematics include mathematics instructional programs to improve student  Criteria, Clarifications, and Citations    Implementation Status and Key Components and identify which key components appropriate rating.		oms	primarily in classro		achievement.  The exacting instructional assistance includes ensuring all	trained coaches, content	
Objective  Criteria, Clarifications, and Citations  The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive  Criteria, Clarifications, and Citations  Circle the most appropriate rating.  Substantially partially support to all teachers of mathematics, including strategic and intensive  Criteria, Clarifications, and Citations  Review and identify which key components appropriate rating.  Objective  Full implementation Status and Key Components appropriate rating.  Objective  Substantially Partially coaches, specialists, or other teacher support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and	Objective  Criteria, Clarifications, and Citations  Review and identify which key components aperoxides instructional support through trained and experienced content experts, and specialists, or other teacher subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and		alists:	tent Experts/Speci	Coachés/Cont	skillful implementation of the district's current adopted mathematics instructional programs to improve student	intervention. Some	
Objective Criteria, Clarifications, and Citations  The school/district provides instructional assistance and ongoing support to all teachers of coaches, specialists, or other teacher support personnel with support to all teachers of coaches, specialists, or other teacher support personnel with school/district provides and identify which key components ap Circle the most appropriate rating.  Circle the most appropriate rating.  Objective Fully Substantially Substantially Partially and Experienced content experts, and Citations  Circle the most appropriate rating.  Objective Substantially Substantially At least 75% At least 75% Substantially Partially Partially Substantially Partially Partially Partially Partially Substantially Partially Partiall	Objective  Criteria, Clarifications, and Citations  Haplementation Status and Key Components and identify which key components aperovides instructional support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with  Circle the most appropriate rating.  Objective  Circle the most appropriate rating.  Objective  Circle the most appropriate rating.  Objective  At least 75%  At least 75%  At least 75%		v	Key Component		subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and	mathematics, including strategic and intensive	
Objective Criteria, Clarifications, and Citations  Criteria, Clarifications, and Citations  Circle the most appropriate rating.  The school/district provides instructional mathematics and intervention teachers ongoing, targeted provides mathematics and intervention teachers ongoing, targeted provides mathematics and Key Components and Key Components and Citations  Review and identify which key components appropriate rating.  Circle the most appropriate rating.  Objective Fully Substantially Partially	Objective Criteria, Clarifications, and Citations Implementation Status and Key Components ap Circle the most appropriate rating.  he school/district Full implementation means that the school/district provides mathematics and intervention teachers ongoing, targeted Objective Fully Substantially Partially	I			.2	support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with	assistance and ongoing support to all teachers of	Assistance and Support
Criteria, Clarifications, and Citations	Objective Criteria, Clarifications, and Citations		+	1		mathematics and intervention teachers ongoing, targeted		_
		P1 * 3	aponents apply.  Frating.	le the most appropriat	Review and Circl	Criteria, Clarifications, and Citations	Objective	Program Component
			y Components	tion Status and Ke	Implementat			Essential

ach
appropriate
documents.

Essential		California Official Control of California Ca	Implementation Status and Key Components
Program Component	Objective	Criteria, Clarifications, and Citations	Review and identify which key components apply.  Circle the most appropriate rating.
7. Student	7.1 The school/district uses an	Full implementation means that the district provides and	Objective Fully Substantially Partially Minimally
Monitoring	monitoring system that	system, and the school is uniformly administering, scoring,	7 1 4 3 At least less than
System	provides timely data from	analyzing, and using student achievement data from entry-	100% At least 75% 50%
	common assessments	level and/or diagnostic assessments, progress monitoring	Key Components
	based on the current SBE-	assessments (including frequent formative and curriculum-	Ongoing Assessment and Monitoring System
	adopted Reading/Language	embedded assessments), and summative assessments, on a timely basis	District supported electronic data management
	intervention programs.	<ul> <li>The data from these assessments are disaggregated</li> </ul>	District wide reporting and analysis of
	Student achievement	and used to determine student placement and/or	assessment results
	results from assessments	diagnosis of readiness for grade-level standards-	School wide reporting and analysis of
	(i.e., entry-level placement	based instruction, monitor ongoing student progress,	assessment results
	and/or diagnostic; progress	identify individual student needs, inform decisions	Timely data from assessments available to and
	frequent formative and	regarding classiforn and scribbly wide instructional	easily accessible by administrators and
	curriculum-embedded; and	instructional practices and implementation of the	Common curriculum embedded/formative
	summative assessments)	adopted programs.	assessments in use school-wide
	are used to inform teachers	<ul> <li>For the ongoing monitoring system, data is collected</li> </ul>	
	and principals on student	and used and teachers are trained to disaggregate	Training on Accessing and Using Electronic Data
	progress and effectiveness	ally alialyze studelit data to assist with identifying	System
	of instruction.	meet the needs of all students, including English	from the electronic data system
		learners and students with disabilities.	ווסוו נוס מוסטוסווס ממנה סלסימוו
		<ul> <li>Common formative assessments are given at least</li> </ul>	Using Formative Assessment Results
		every six to eight weeks to monitor student progress.	Common curriculum embedded/formative
		More frequent formative assessments will assist	assessments administered frequently
		teachers in collaborating and to identify the most	School-wide assessment calendar developed
		immediate student needs.	and used
			Professional development provided for
			administrators and teachers on data analysis

400 CAPISTRANO DRIVE OAKLAND, CA 94603 18MES WEDISON MIDDLE SCHOOL

California Department of Education 5/10/12

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

Page 35 of 41

Student 7.2 The school/district uses Achievement an ongoing assessment system, and the school is unifo system that provides timely data progress monitoring assessments based on the current SBE-adopted system and curriculum-embedded assessments on a timely basis.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using entry-level and/or diagnostic assessments progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.
and originity assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted	Is uniformly administering, scoring, lis uniformly administering, scoring, ntry-level and/or diagnostic assessments sessments (including frequent formative ded assessments), and summative ly basis.
<u>g</u> a	sessments (including frequent formative deasessments), and summative ly basis.
<u> </u>	sessments (including frequent iormative ded assessments), and summative ly basis.
<u>ă</u>	ly basis.
•	The data from these assessments are disaggregated and
intensive intervention used to determine s	used to determine student placement and/or diagnosis of
	readiness for grade-level, standards-based instruction,
_	monitor ongoing student progress, identify individual
<u>۲</u>	student needs, inform decisions regarding classroom and
diagnostic; progress effectiveness of inst	effectiveness of instructional practices and implementation
	grams.
•	In mathematics, the use of frequent and timely assessment
edded;	data is critical to determine when students need the
	additional differentiated instructional time utilizing the SBE-
Ised to	on materials.
•	For the ongoing monitoring system, data collection
	(including electronic) is used and teachers are trained to
agnoses,	disaggregate and analyze student data to assist with
effectiveness of instruction to meet t	identifying patterns of performance and modifying instruction to meet the needs of all students, including
	English learners and students with disabilities.
Common formative     six to eight weeks to	Common formative assessments are given at least every
frequent formative a	frequent formative assessments will assist teachers in
collaborating and to	collaborating and to identify the most immediate student needs

JAMES MADISON MIDDLE SCHOOL 400 CAPISTRANO DRIVE JAMES MADISON MIDDLE SCHOOL

California Department of Education 5/10/12

California Department of Education 5/10/12

OPKLAND, CA 94603

JAMES MADISON MIDDLE SCHOOL

		Attach appropriate documents.
		District:
		School:
		Classroom:
	e following levels	Sample report of assessment at the following levels
		Example of Curriculum Embedded Assessments:
	Mathematics	
Additional Comments	ation	Documentation
Using Formative Assessments Results Common curriculum embedded/formative Assessments administered frequently School wide assessment calendar developed and used Professional development provided for administrators and teachers on data analysis and data-informed instruction		

				- V	Grade Level Meetings and Examples of Lesson Plans
				Reading/Language Arts/ELD	
			Additional Comments	Documentation	Doc
ent common lents entation s./ instruction egies to students	Orative Meeting Discussion Content Using and analyzing timely student common assessment results from all students Strengthening program implementation Designing and improving lessons/ instruction dentifying research-based strategies to support specific skill needs of all students	Using and analyzing timely student corassessment results from all students Strengthening program implementation Designing and improving lessons/ instrudentiying research-based strategies to support specific skill needs of all students		e.	
Meetings Less than 6 50%  Meetings , intensive and ELD cols/tools are ing protocols are ing protocols wided for n data struction vided for n setting and	Substantially Partially Minimally  At least 75% At least 100% Expectation on the structured Collaboration Meetings  Number per month All teachers including strategic, intensive intervention, special education, and ELD teachers participate edeveloped and used.  Training for collaboration meeting protocols provided to teachers provided for administrators and teachers on data enalysis and data-informed instruction Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels	Scheduled Structured Collaboration, Meetings Number per month All teachers including strategic, intensive intervention, special education, and ELD teachers participate Meetings are structured, protocols/tools adeveloped and used. Training for collaboration meeting protocols provided to teachers Professional development provided for administrators and teachers on data analysis and data-informed instruction Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.  Teachers are trained in collaboration meeting protocols.  Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:  Entry-level placement and/or diagnostic  Progress monitoring, including frequent formative and curriculum-embedded assessments; and  Summative benchmark assessments; and  Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities.	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted Reading/Language Arts/ELD programs.	3. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal
omponents ents apply. ng.	plementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.	Implementation S Review and identit Circle the	Criteria, Clarifications, and Citations	Objective	Essential Program Component

OPKLAND, CA 94603

OAKLAND, CA 94603

Formatted: Indent: Left: 0.42",
Bulleted + Level: 2 + Aligned at: 0.8"
+ Tab after: 1.05" + Indent at:
1.05", Tabs: 0.67", List tab + Not at
1.05"

**Deleted:** 8/31/09

Page 38 of 41

Attach appropriate documents.

California Department of Education 5/10/12

P	Page 39 of 41					of Edinostion	California Domontont of Education
Deleted: 8/31/09						ents.	Attach appropriate documents.
CHO						hly	School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans
5 2						Mathematics	
A.F.				nments	Additional Comments	Documentation	Do
Formatted: Indent: Left: 0.33", Bulleted + Levei: 2 + Aligned at: 0.8" + Tab after: 1.05", Tabs: 0.58", List tab + Not at 1.05"  E09946 AD ONATION  AND ONATION	Implementation Status and Key Components Review and identify which key components apply.  Circle the most appropriate rating.  Circle the most appropriate rating.  Substantially Partially Minimally  At least 75% At least 75% East than 50%  Key Components  Key Components  Key Components  Key Components  Key Components  All teachers including strategic, intensive intervention, special education, and ELD teachers participate Meetings are structured, protocols/tools are developed and used.  Training for collaboration meeting protocols provided to teachers on data analysis and data-informed instruction Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels  Indicated the most appropriate rating.  In	Implementation Status and Key Components applicative and identify which key components applicated the most appropriate rating.  Objective Fully Substantially Partially Substantially Partially Substantially Partially Fully Reachers including strategic, intensive intervention, special education, and ELD teachers participate Meetings are structured, protocols/tools a developed and used.  Training for collaboration meeting protocols analysis and data-informed instruction Professional development provided for administrators and teachers on data analysis and data-informed instruction Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classro levels  Collaborative Meeting Discussion Content Using and analyzing timely student common cassessment results from all students Strengthening program implementation Designing and improving lessons/ instruction support specific skill needs of all students.	rully  Substation  Fully  Fully  At least  Fully  At least  Fully  At least  Fully  Key Com  Key Com	Scheddle Revive Objective Objective P.P. N.	Criteria, Clarifications, and Citations  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.  Teachers are trained in collaboration meeting protocols.  Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments:  Entry-level placement and/or diagnostic  Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments; and strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities.	Objective  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 Readiness.	Essential Program Component  I. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal

5/10/12

Attach appropriate documents.	Plan uses all revenues appropriately			Component 3. Fiscal Support	Essential Program
docur	nues		D	9 -	1-72
nents.		Reading/Language Arts/ELD	Documentation	The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in Reading/Language Arts/ELD and the Single Plan for Student Achievement (SPSA).	Objective
			Additional Comments	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in reading/language arts, and ELD, are aligned and prioritized in the Single Plan for Student Achievement (SPSA).  • The SPSA is aligned with the goals and activities in the LEA Plan.  • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the Single Plan for Student Achievement.  • The district requires that SPSA expenditures detail EPC alignment.  • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform.	Criteria, Clarifications, and Citations
			ts	Objective Fully Substantially Partially Minimally  9.1 4 3 At least 75% At least 50% So% So%  Key Components  Allocation of Funds District and site categorical and general funding are aligned to support EPC implementation.  Coordination of Funds The \$PSA aligns to the goals and activities in the LEAP.	Implementation Status and Key Components Review and identify which key components apply.
000	Œ	SE		Formatted: Indent: Left: 0.18", Bulleted + Level: 1 + Aligned at: 1.5" + Tab after: 1.75" + Indent at: 1.75", Tabs: 0.43", List tab + Not at 1.75"  YANG ON YEAR ON ATTENDARY ON ATTENDARY ON SERVICE ON SERVICE ON ATTENDARY OF ATTENDARY ON ATTENDARY OF A	

**Deleted:** 8/31/09

Page 40 of 41

California Department of Education 5/10/12,

Attach appropriate documents	Plan uses all revenues appropriately			Component ). Fiscal Support	Essential Program
documents.	lues	Mathematics	Documentation	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the Single Plan for Student Achievement (SPSA).	Objective
			Additional Comments	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the Single Plan for Student Achievement (SPSA).  • The SPSA is aligned with the goals and activities in the LEA Plan.  • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the Single Plan for Student Achievement.  • The district requires that SPSA expenditures detail EPC alignment.  • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform.	Criteria, Clarifications, and Citations
			ts .	Objective Fully Substantially Partially Minimally  9.2 4 At least 75% At least 75% At least 75% Key Components  Allocation of Funds Unitrict and site categorical and general funding are aligned to support EPC implementation.  Coordination of Funds The SPSA aligns to the goals and activities in the LEAP.	Implementation Status and Key Components Review and identify which key components apply.
00	H)		AE De	Formatted: Indent: Left: 0.18", Bulleted + Level: 1 + Aligned at: 1.5" + Tab after: 1.75" + Indent at: 1.75", Tabs: 0.43", List tab + Not at 0.5" + 1.75"  ONARY  O	

400 CAPISTRANO DRIVE 1 TAMES WEDISON WIDDLE SCHOOL

**Deleted:** 8/31/09

California Department of Education 5/10/12