

**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 – Edna Brewer Middle School

**Action Requested:**

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



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

**School: Edna M Brewer Middle School**

**6057061**

**School Year: 2012-2013**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

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

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

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

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

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

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

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

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

#### SCHOOL SITE

##### CONTEXT

Edna Brewer is an excellent school situated in the lower Glenview neighborhood, serving 800 students from a diversity of socio-economic and ethnic backgrounds. Overall, Edna Brewer has above average test scores (54% Prof/Adv Math, 61% Prof/Adv ELA) and an 817 API. What makes Edna Brewer unique is its extreme heterogeneity and diversity. Unlike many other OUSD schools, EBMS has a relatively even distribution of the prevalent Oakland ethnic groups: 36% African American, 31% Asian, 18% Latino and 13% White. Also distinctive of Edna Brewer is its achievement gap between White/Asian students and Black/Latino students in both Math and English. This achievement gap is generally a 40% gap, meaning that 40% more students in the former sub groups are proficient/advanced than the latter group in Math and English. Edna Brewer is also home to a discipline gap, in which African American students get sent out of class and out of school on suspensions at much higher incidences than their Asian, Latino and White peers. Our school culture is strong, with out-of-classroom referrals on the decline as well as declining suspension rates. We are working hard to create a strong community in which teachers and students feel as if they belong at Edna Brewer, and in turn, our school belongs to them. We are making progress in this area and a key indicator is turnover, which we are continuing to monitor.

##### VISION

Edna Brewer is a school where Panther PRIDE reigns supreme. PRIDE stands for our student-developed values, POSITIVITY, RESPECT, INDEPENDENCE, DETERMINATION and EMPOWERMENT. These values inform everything that we do in our school that is structured into seven small learning communities called 'families.' Edna Brewer's Vision has three focus areas: Academic Achievement, Community Building and Total Health.

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

### **Strategic Priority: The Accountability Plan**

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

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

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

#### **The School Accountability Plan**

The school's Leadership Team will monitor our progress toward the goals outlined in this plan. The SSC will also monitor and support our achievement of these goals.

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

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

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

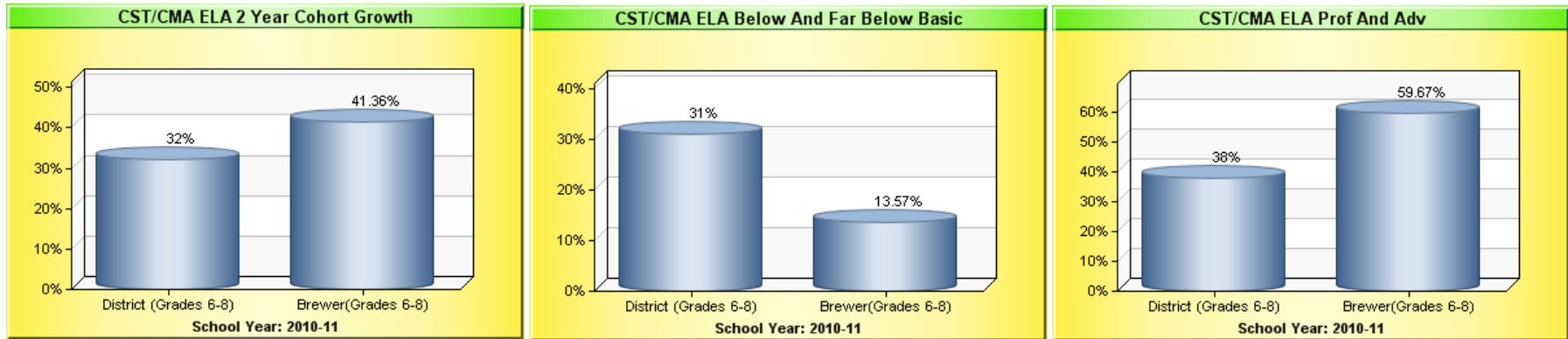
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

#### District-level Goals

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

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

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



**Data Analysis**

- Growth in ELA CST from 09-10 to 10-11 was relatively flat, with the school staying at 60% prof/adv.
- However, we did a good job moving students out of the lower bands FBB/BB. We attribute this to the allocation of resources to a TSA and a literacy PD coach.

**Theory Action**

- Tier I: our literacy efforts are based on the theory that all teachers are literacy teachers.
- Tier II: we need strong intervention programs in literacy, so that students can receive targeted and effective interventions to accelerate them to grade-level proficiency.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Fund a TSA for Literacy Efforts and PD.	CST, Benchmarks, LASW	Below Basic	2012-2013	Sam Pasarow	5/15/2012	210SQ1A280	ELA TSA	3010-Title I		T10TSA0167	0.4	\$43,150.80
Fund a TSA for Literacy Efforts and PD.	CST, Benchmarks, LASW	Below Basic	2012-2013	Sam Pasarow	5/15/2012	210SQ1A282	ELA TSA	7090-EIA - SCE		T10TSA0167	0.35	\$37,756.95
Fund Intervention Classes, 20% of 5.0 FTE = 1.2 FTE, one period for each of six core ELA teachers.	Benchmarks, CST	Below Basic	2012-2015	Sam Pasarow	5/15/2012	210SQ1A283	ELA Intervention	3010-Title I		K12TCH1902	0	\$0.00
Fund Intervention Classes, 20% of 5.0 FTE = 1.2 FTE, one period for each of six core ELA teachers.	Benchmarks, CST	Below Basic	2012-2015	Sam Pasarow	5/15/2012	210SQ1A1567	ELA Intervention	7090-EIA - SCE		K12TCH0725	0.2	\$11,996.34
Fund Intervention Classes, 20% of 5.0 FTE = 1.2 FTE, one period for each of six core ELA teachers.	Benchmarks, CST	Below Basic	2012-2015	Sam Pasarow	5/15/2012	210SQ1A1568	ELA Intervention	7090-EIA - SCE		K12TCH0731	0.2	\$11,009.28
Fund Intervention Classes, 20% of 5.0 FTE = 1.2 FTE, one period for each of six core ELA teachers.	Benchmarks, CST	Below Basic	2012-2015	Sam Pasarow	5/15/2012	210SQ1A1569	ELA Intervention	7090-EIA - SCE		K12TCH1153	0.2	\$11,832.09



Fund Intervention Classes, 20% of 5.0 FTE = 1.2 FTE, one period for each of six core ELA teachers.	Benchmarks, CST	Below Basic	2012-2015	Sam Pasarow	5/15/2012	210SQ11A1570	ELA Intervention	7090-EIA - SCE		K12TCH1439	0.2	\$12,182.60
School-Wide Literacy Strategies	CST SRI BENCHMARKS	All Students	2012-2014	Steph Travaille	5/15/2012	210SQ11A4443	PD and alignment of practice around metacognition stats.	Non-SSC approved			0	\$0.00
School-wide writing strategies, re claim / evidence in Common Core ELA. Across subjects.	CST, benchmarks	All Students	2012-2014	Steph Travaille	5/15/2012	210SQ11A4444	Early Adoption of Common Core in ELA	Non-SSC approved			0	\$0.00

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

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

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

#### 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:

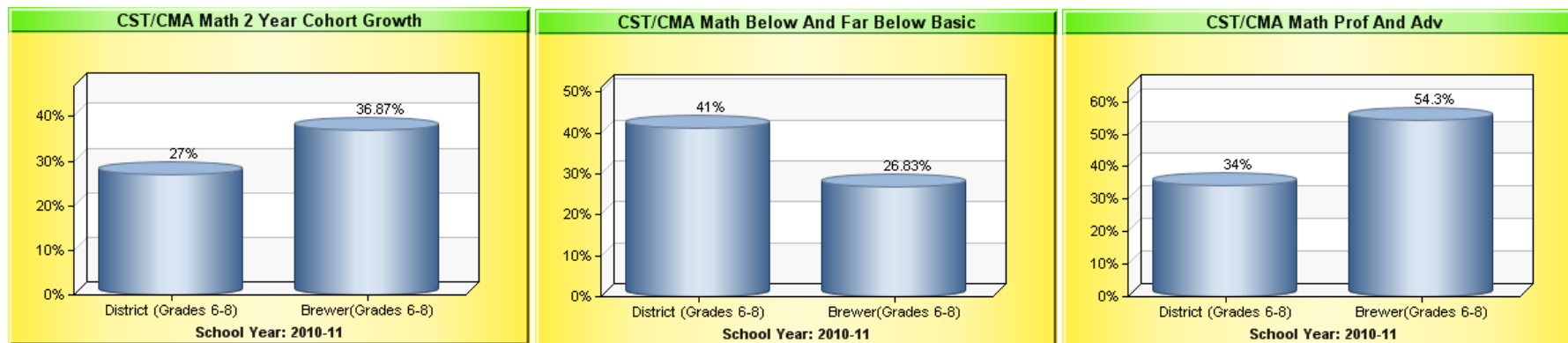
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

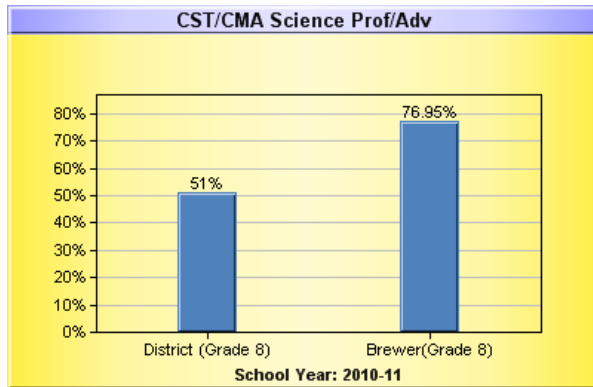
#### District-level Goals

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**

- From 10-11 to 11-12, we declined in math from 65% prof/adv to 54% schoolwide. This is attributable to two teachers turning over mid year.
- We made excellent gains in 7th grade Math due to effective teacher practice and a PLC that implemented a highly effective intervention class.

**Theory Action**

- Our Math Theory of action starts with effective math teaching, with best practices firmly in place regarding classroom management, engagement, attention and lesson provisioning and planning.
- Another key theory of action is to do intervention right--target intervention to students based on their specific level and learning diagnosis and build small class sizes so students can accelerate with the close attention of the teacher.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire a Math TSA to team-teach, coach, lead the Math DDI PLC, PD related to common core.	CST Benchmark		2012-2014	Resnick	5/15/2012	210SQ1B1572	Math TSA	3010-Title I		T10TSA9999	0.6	\$47,806.69
Hire a Math TSA to team-teach, coach, lead the Math DDI PLC, PD related to common core.	CST Benchmark		2012-2014	Resnick	5/15/2012	210SQ1B1573	Math TSA	7090-EIA - SCE		T10TSA9999	0.25	\$19,919.45
Fund 6 .2 FTE Math intervention classes.	CST BENCHMARKS	FBB, BB	2012-2014	Mr. Resnick	5/15/2012	210SQ1B1702	Math Intervention	3010-Title I		K12TCH0522	0.2	\$10,810.41
Fund 6 .2 FTE Math intervention classes.	CST BENCHMARKS	FBB, BB	2012-2014	Mr. Resnick	5/15/2012	210SQ1B1703	Math Intervention	3010-Title I		K12TCH0730	0.15	\$8,732.49
Fund 6 .2 FTE Math intervention classes.	CST BENCHMARKS	FBB, BB	2012-2014	Mr. Resnick	5/15/2012	210SQ1B1704	Math Intervention	3010-Title I		K12TCH0726	0.2	\$10,513.54
Fund 6 .2 FTE Math intervention classes.	CST BENCHMARKS	FBB, BB	2012-2014	Mr. Resnick	5/15/2012	210SQ1B1705	Math Intervention	3010-Title I		K12TCH0985	0.2	\$10,513.54
Fund 6 .2 FTE Math intervention classes.	CST BENCHMARKS	FBB, BB	2012-2014	Mr. Resnick	5/15/2012	210SQ1B1706	Math Intervention	3010-Title I		K12TCH1323	0.2	\$15,332.23
Fund 6 .2 FTE Math intervention classes.	CST BENCHMARKS	FBB, BB	2012-2014	Mr. Resnick	5/15/2012	210SQ1B1707	Math Intervention	3010-Title I		K12TCH1719	0.2	\$10,983.56
Early Adoption of Common Core in	CST BENCHMARKS	All Students	2012-2014	Mr. Resnick	5/15/2012	210SQ1B4445	Early Adoption Common Core Math	Non-SSC approved			0	\$0.00

Mathematics												
Geometry Access to Advanced Students	CST	GATE	2012-2014	Ms. Yoo	5/15/2012	210SQ11B4446	1 Section of Geometry	Non-SSC approved			0	\$0.00
Math Navigator Curriculum for Tier I Intervention	CST, benchmarks	Below Basic	2012-2014	Nick Resnick	5/15/2012	210SQ11B4447	Math Navigator Intervention	Centralized Services			0	\$0.00

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

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

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

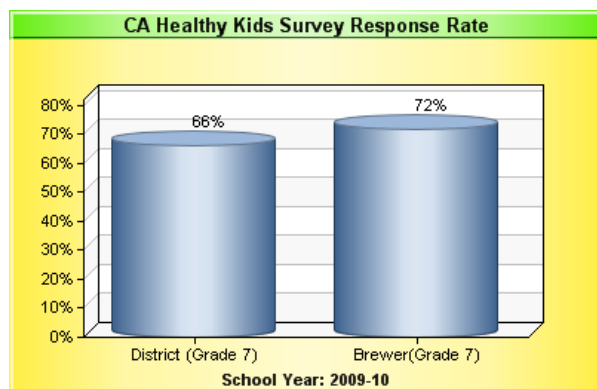
#### School Quality Standards relevant to this Strategic Priority

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.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Career Day for Whole School--Highly Successful	PACT Survey Data, CHKS	All Students	2012-2014	Alice Philips	5/14/2012	210SQ11C4448	Community Engagement	Non-SSC approved			0	\$0.00
5th Grade Tours and Elementary School Road Shows	enrollment		2011-2014	Sam Pasarow	5/14/2012	210SQ11C4449	Community Outreach	Non-SSC approved			0	\$0.00
PACT Class--goal setting related to TeacherEASE	GPA, PACT SURVEY DATA, CHKS	All Students	2011-2014	Sam Pasarow	5/14/2012	210SQ11C4450	Social Emotional Advisory	Non-SSC approved			0	\$0.00
Summer Bridge Programming	CST	FBB, BB	2011-2014	Mr. Mensah	5/14/2012	210SQ11C4451	Summer Bridge	Non-SSC approved			0	\$0.00

SPED Inclusion	Discipline Data	Special Education	2010-2014	Mr. Rok	5/14/2012	210SQ11C4452	Full Inclusion SPED	N/A			0	\$0.00
High School Options Fair	Attendance		2010-2014	Alice Philips	5/14/2012	210SQ11C4453	Exposing Students to High School Options	Non-SSC approved			0	\$0.00

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

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

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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

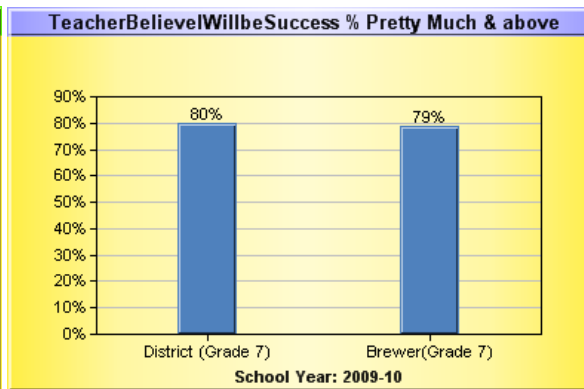
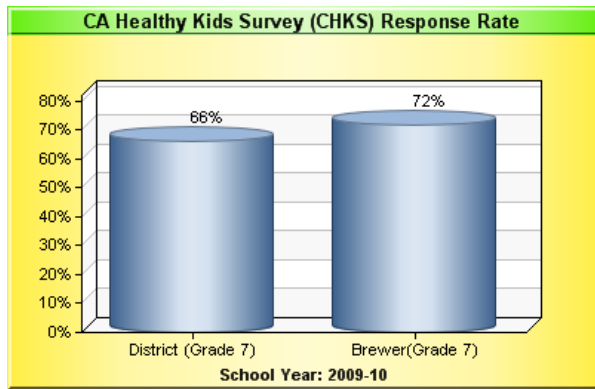
A quality school...

- 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
College Track	participation rate. 36 in 2011-2012	All Students	2011-2014	Alice Philips	5/14/2012	210SQ11D4456	College Track	Non-SSC approved			0	\$0.00
Career Fair	PACT Survey Data	All Students	2010-2014	Alice Philips	5/14/2012	210SQ11D4457	Career Fair	Non-SSC approved			0	\$0.00
PACT Advisory Class - Social Emotional	discipline data	All		Ms. Fisher	5/14/2012	210SQ11D4499	Advisory Class: Goal Setting and Social	Non-SSC			0	\$0.00

Curriculum		Students					Emotional Education	approved				
Highland Hospital Internship Program		All Students		Counselor Philips	5/14/2012	210SQ11D4501	Internship Prorgam	Non-SSC approved			0	\$0.00
UC Berkeley Latino Science Conference	Attendance, Involvement	Ethnicity	2011-2014	Alice Philips	5/14/2012	210SQ11D4502	UC Science Latino Conference	Non-SSC approved			0	\$0.00
UC Berkeley Mentoring Program	CST	All Students	2012-2014	Counselor Philips	5/14/2012	210SQ11D4503	Mentoring Program	Non-SSC approved			0	\$0.00
CCC Career & College Clubs in 7th/8th grade	CST	All Students	2012-2014	Alice Philips	5/14/2012	210SQ11D4504	College Clubs	Non-SSC approved			0	\$0.00



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

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

**School:** Edna M Brewer Middle School

**Principal:** SAMSON PASAROW

**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%

**School Data**

- Significant Achievement Gaps between AA students and White and Asian students. Latino student achievement also gapped.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Strategic Classes - 12 Intervention classes schoolwide in Math and ELA			2008-2014	Ms. Travaille, Mr. Resnick	5/14/2012	210SQI1E4431	ELA Intervention Classes	3010-Title I		K12TCH1902	0.2	\$10,971.77
Summer Intervention & Bridge Programming	CST, benchmarks	FBB, BB	summers '12, '13, '14	Mr. Mensah	5/14/2012	210SQI1E4505	Summer Intervention	Non-SSC approved			0	\$0.00
Fund decreased class sizes in an ELD intervention class.	CST, CELDT, BENCHMARKS	English Learners	2012-2015	Pasarow	5/14/2012	210SQI1E4430	ELD Instruction	7091-EIA - LEP		K12TCH0476	0.2	\$13,498.55
Teacher Tutoring and Extra Time in PD Training for ELD Teaching	CST, CELDT, BENCHMARKS	English Learners	2012-2014	Pasarow	5/14/2012	210SQI1E4433	Teacher Stipend	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	\$2,200.00
Teacher Tutoring and Extra Time in PD Training for ELD Teaching	CST, CELDT, BENCHMARKS	English Learners	2012-2014	Pasarow	5/14/2012	210SQI1E4434	ELD Materials	7091-EIA - LEP	4310-SUPPLIES		0	\$4,101.54
Teacher Tutoring and Extra Time in PD Training for ELD Teaching	CST, CELDT, BENCHMARKS	English Learners	2012-2014	Pasarow	5/14/2012	210SQI1E4437	PD Materials	7090-EIA - SCE	4310-SUPPLIES		0	\$866.04
Teacher Tutoring and Extra Time in PD Training for ELD Teaching	CST, CELDT, BENCHMARKS	English Learners	2012-2014	Pasarow	5/14/2012	210SQI1E4438	Surplus	7090-EIA - SCE	4399-SURPLUS		0	\$2,157.54
Teacher Tutoring and Extra Time in PD	CST, CELDT,	English	2012-2014	Pasarow	5/14/2012	210SQI1E4439	Materials	3010-Title I	4310-		0	\$350.97

Training for ELD Teaching	BENCHMARKS	Learners							SUPPLIES			
Teacher Tutoring and Extra Time in PD Training for ELD Teaching	CST, CELDT, BENCHMARKS	English Learners	2012-2014	Pasarow	5/14/2012	210SQI1E4440	Surplus	3010-Title I	4399-SURPLUS		0	\$2,654.11

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

### Strategic Priority F. Extending Learning Time

**School:** Edna M Brewer Middle School

**Principal:** SAMSON PASAROW

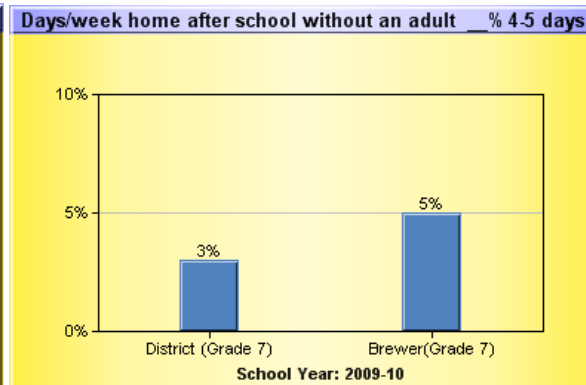
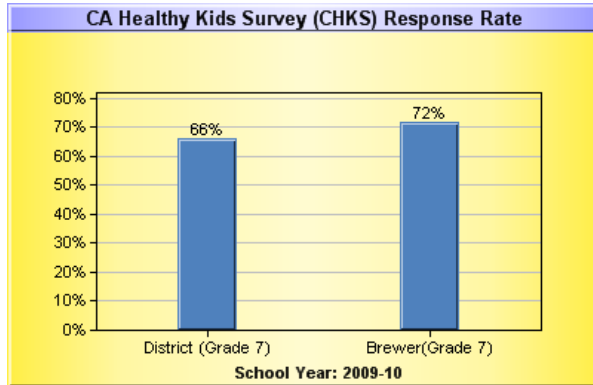
**School Quality Standards relevant to this Strategic Priority**

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
After School Programming for 150 students, including music and sports classes taught by teachers	CST CELDT	All Students	2012-2014	Pasarow	5/14/2012	210SQ11F4442	Homework Club and Enrichment	Non-SSC approved			0	\$0.00

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

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

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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

A quality school...

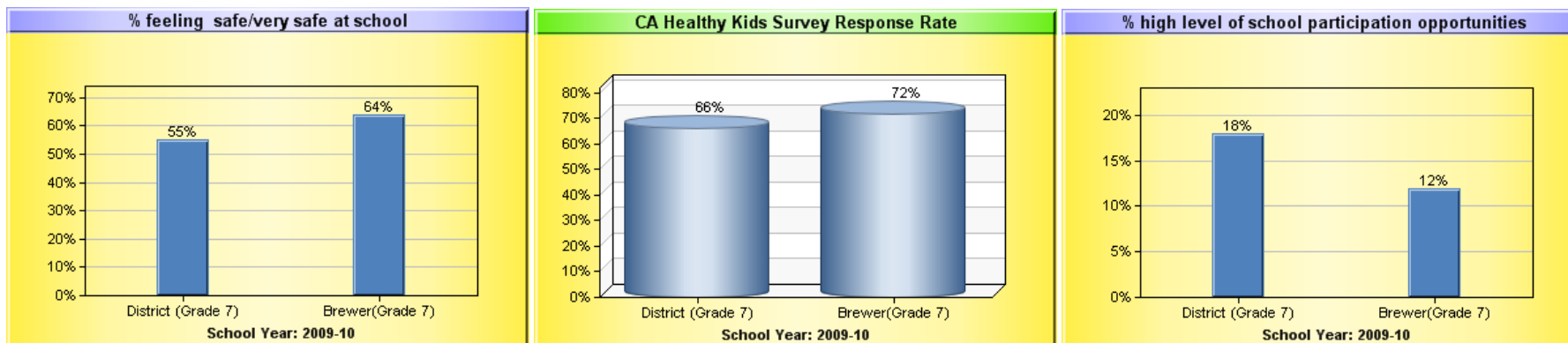
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

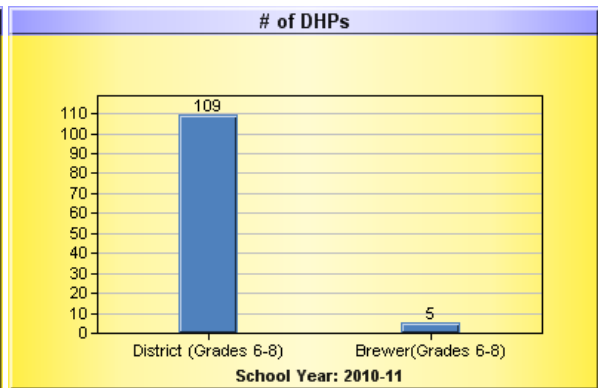
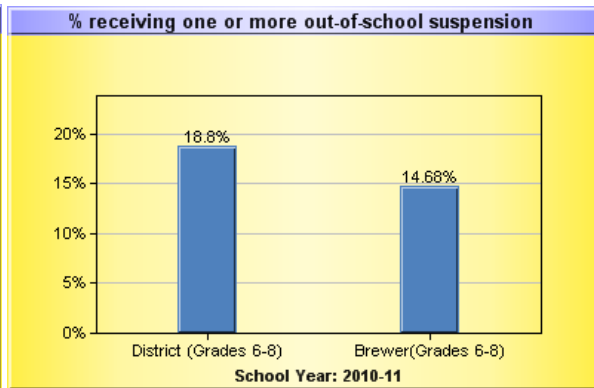
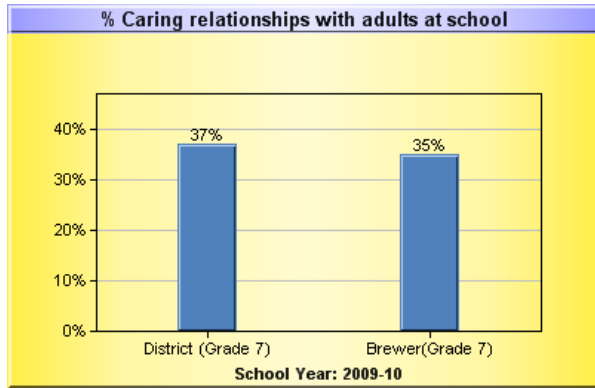
#### From OUSD Strategic Plan:

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
PRIDE - student-developed values that drive our pursuit of the school vision	PACT Survey Data, Discipline Data, Attendance	All Students	2011-2014	Pasarow	5/15/2012	210SQI2A4516	Student Developed Shared Values	Non-SSC approved			0	\$0.00
Teacher-Developed School Vision: "ACT" Academic Achievement, Community Building, Total Health	CST	All Students	21012 2013 2014	Mr. Pasarow	5/15/2012	210SQI2A4517	Staff Developed Vision	Non-SSC approved			0	\$0.00
School-Wide Positive Reinforcement System: ACT Tickets	discipline data, referrals	All Students	21012 2013 2014	Pasarow	5/15/2012	210SQI2A4518	ACT Tickets	Non-SSC approved			0	\$0.00
Student Celebrations: Student of the Month, ACT Assemblies, ACT Ticket Raffles	CST Discipline Data		2012 2013 2014	Mr. Mensah	5/15/2012	210SQI2A4520	Celebrations & Rituals	9901-Title I - Parent Participation			0	\$0.00
Social Emotional / Advisory Goal Setting Class: PACT Class	PACT Survey Data, CHKS		2012 2013 2014	Claire Fisher	5/15/2012	210SQI2A4521	PACT Class	N/A			0	\$0.00
Restorative Justice as an alternative to suspension	discipline data		2012 2013 2014	Mr. Pasarow	5/15/2012	210SQI2A4522	Restorative Justice	N/A			0	\$0.00
School Counselor	CST		2012 2013 2014	Mr. Pasarow	5/15/2012	210SQI2A4524	Excellent Counselor	N/A			0	\$0.00
Shared LEadership: Family Heads, PBIC Team Leads, Instructional Council	CST		2010-2014	Pasarow	5/15/2012	210SQI2A4525	Shared Leadership Bodies	N/A			0	\$0.00
Gay Straight Alliance	Discipline Data		2012 2013 2014	Ms. Scarlett	5/15/2012	210SQI2A4526	Gay Straight Alliance	N/A			0	\$0.00
PBIS	Discipline Data	All Students	2012 2013 2014	Ms. Ben-Israel and Mr. Hurty	5/15/2012	210SQI2A4527	Positive Behavior Intervention and Support	N/A			0	\$0.00
AAMAI Manhood Class	Discipline Data, PACT Survey Data	Ethnicity	2011-2014	PAasarow	5/15/2012	210SQI2A4528	AAMAI MANhood Class	N/A			0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

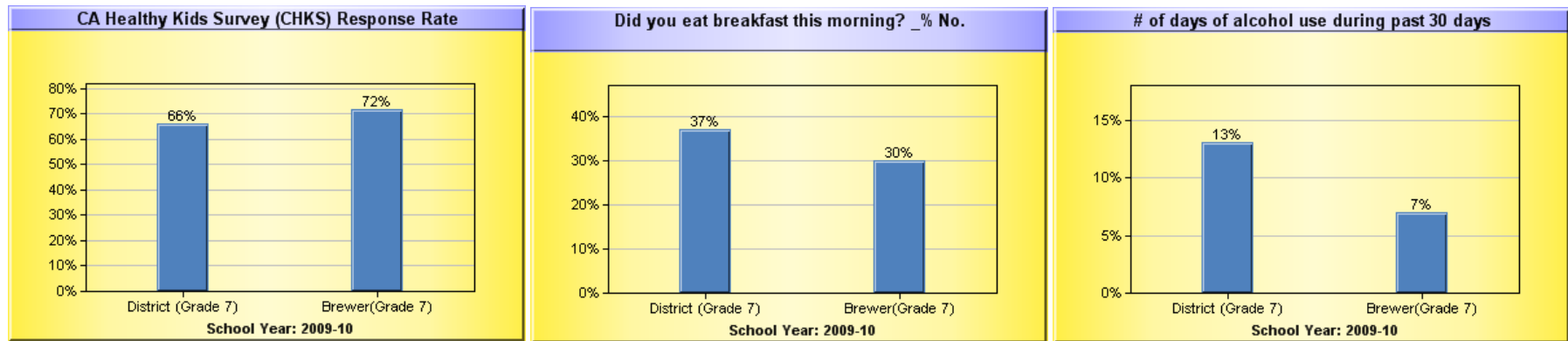
#### School Quality Standards relevant to this Strategic Priority

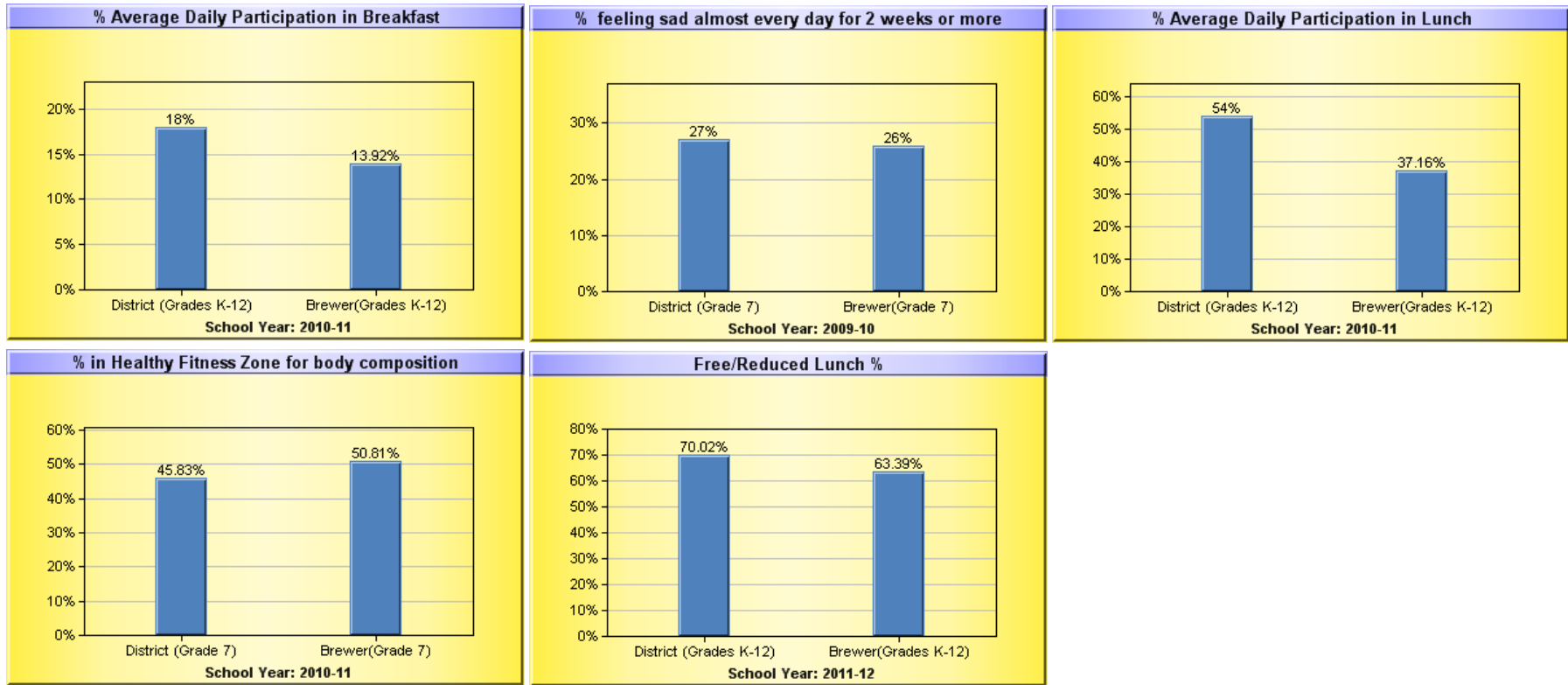
A quality school...

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.





**School Data**

- A significant discipline gap between sub groups.

**Data Analysis**

- AA Suspensions are declining: at Jan 1 in 10-11, 54 unique suspensions had occurred, 34 of whom were AA boys and 18 were AA girls. Fast forward one year to Jan 1, 2012, total susp = 37 uniques, 17 AA males, and 8 AA Females.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Total Health in School Vision	CHKS Data, Physical Fitness Scores	All Students	2012 2013 2014	PE Staff	5/15/2012	210SQI2B4529	"Total Health" as a pillar of school vision	N/A			0	\$0.00
COST-7 Mental Health Workers to support student mental health	COST Referral Data, Discipline Data		2012 2013 2014	Ms. Jones	5/15/2012	210SQI2B4530	COS Team	N/A			0	\$0.00
PACT Class and the five marking period modules: Brewer Way, Identity, Conflict Resolution, Healthy Relationships,	Discipline Data, CHKS Data, PACT Survey		2012 2013 2014	Ms. Fisher	5/15/2012	210SQI2B4531	Social Emotional Advisory Class	N/A			0	\$0.00

Total Health, Future Goals	Data											
0.4 FTE School Nurse	CHKS Data	All Students	2012 2013 2014	Mr. Pasarow	5/15/2012	210SQI2B4532	School Nurse	N/A			0	\$0.00
Restorative Justice as an alternative to traditional, punitive consequence systems	CHKS Data, Discipline Data, PACT Survey Data	All Students	2012 2013 2014	Mr. Pasarow	5/15/2012	210SQI2B4533	Restorative Justice	N/A			0	\$0.00
Harvest of the Month	CHKS Survey Data	All Students	2012 2013 2014	Mr. Pasarow	5/15/2012	210SQI2B4534	Harvest of the Month	N/A			0	\$0.00
Running Club	CHKS Data	All Students	2012 2013 2014	Mr. Pasarow	5/15/2012	210SQI2B4535	Running Club	N/A			0	\$0.00



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

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

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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

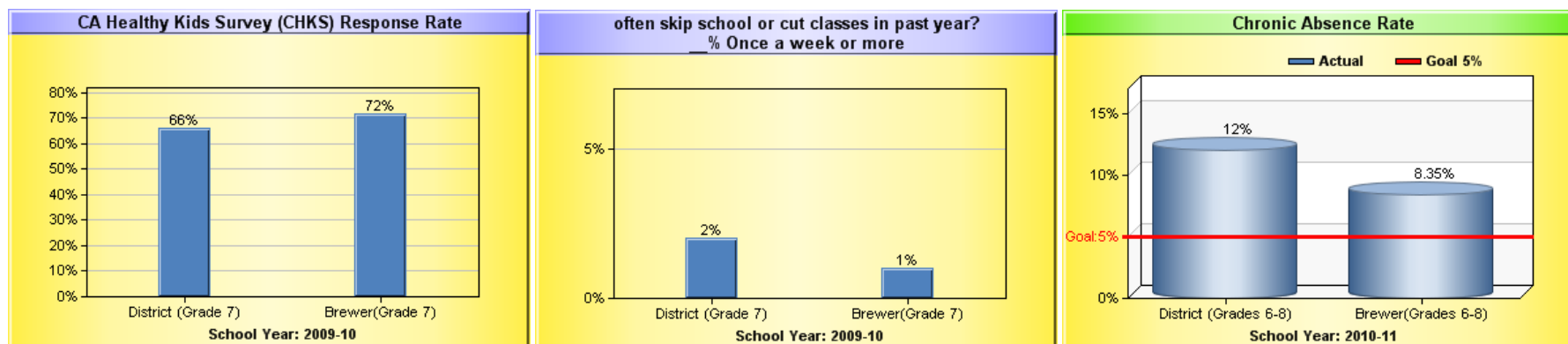
A quality school...

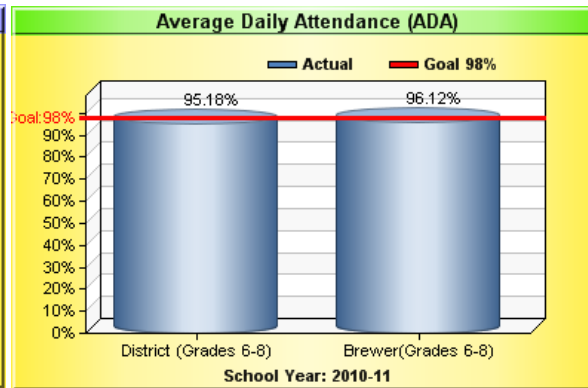
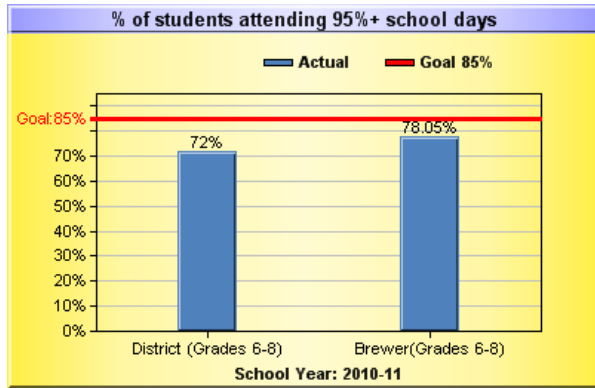
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### 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)





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
0.8 FTE Attendance Clerk	Attendance	All Students	2011-2014	Pasarow	5/15/2012	210SQI2C4538	Attendance Clerk	N/A			0	\$0.00
SART Process	Attendance	All Students	2012 2013 2014	Ms. Jones	5/15/2012	210SQI2C4539	SART Process	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: Edna M Brewer Middle School

Principal: SAMSON PASAROW

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

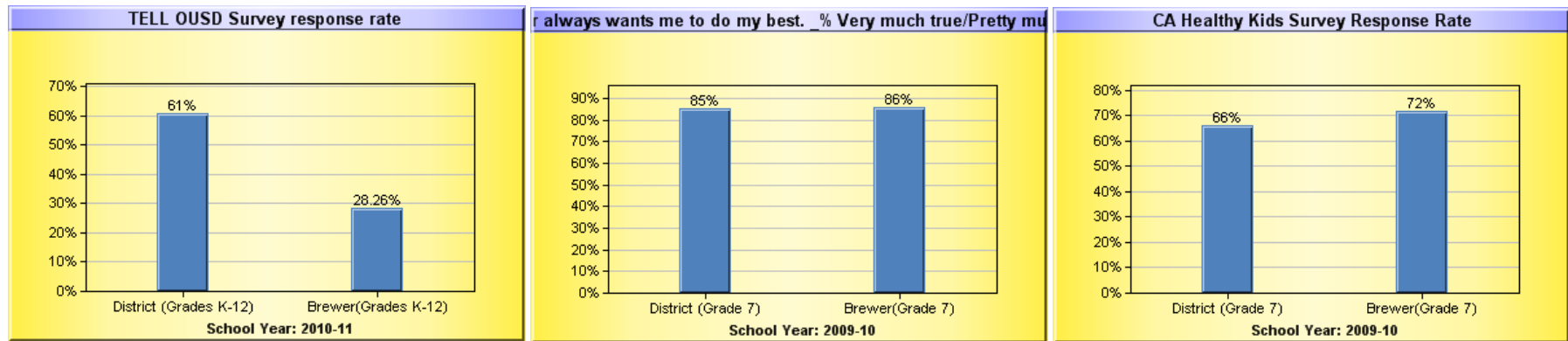
A quality school...

- 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



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
In-House coaching and BTSA coaching	Turnover, CST Scores	All Students	2011-2014	Pasarow	5/15/2012	210SQI3A4540	In House Coaching	N/A			0	\$0.00
Partner Planning - Family Meetings - a high number of highly-effective PLC's	CST, Discipline Data		2010-2014	Pasarow	5/15/2012	210SQI3A4541	PLC Meetings	N/A			0	\$0.00
Many Leadership Roles here at Brewer: Family												

Head, Dept Head, PBIS Team Lead, Sports Coaches, Leadership Elective Teachers	CST		2011-2014	Pasarow	5/15/2012	210SQI3A4542	Many Leadership Roles for Staff	N/A			0	\$0.00
Teacher-Led PD	Turnover, Staff Morale, CST	All Students	2012 2013 2014	Ms. Travaile and Mr. Resnick	5/15/2012	210SQI3A4543	Staff Led PD	N/A			0	\$0.00
2 Content Coaches: Math & ELA TSA's	CST, Common Core Adoption Success		2012 2013 2014	Mr. Pasarow	5/15/2012	210SQI3A4544	2 Content Coaches	N/A			0	\$0.00
Team Teaching in Advisory Class for Specific Teachers	Team Teaching for New Teachers	All Students	2011-2014	Ms. Fisher	5/15/2012	210SQI3A4545	Team Teaching in Advisory	N/A			0	\$0.00
Classroom Mgmt. Coaching and Support for teachers	Discipline Data, CST	All Students	2012 2013 2014	Mr. Pasarow	5/15/2012	210SQI3A4546	Classroom Mgmt. Coaching	N/A			0	\$0.00
School-wide Family Structure - Small Learning Communities	CST, Discipline Data	All Students	2009-2014	Pasarow	5/15/2012	210SQI3A4547	EBMS Family Structure	N/A			0	\$0.00

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

### Strategic Priority A. Family & Community Engagement

**School:** Edna M Brewer Middle School

**Principal:** SAMSON PASAROW

#### 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).

#### School Data

- Community Meeting #1: subgroups were represented except for Cantonese-Speaking families.

#### Data Analysis

- We met our goal of ethnic representation at Community Meetings, except for Cantonese speakers.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Biannual Community Meetings	sub group representation	All Students	2011-2014	Sam Pasarow	5/15/2012	210SQI4A4548	Community Meetings	N/A			0	\$0.00
African American Family Summit	discipline data, achievement gap data	Ethnicity	2012 2013 2014	Sam Pasarow	5/15/2012	210SQI4A4549	AAMAI Family Summit Work	N/A			0	\$0.00
After School Program Parent Workshops	ASP Attendance, Discipline	All Students	2011-2014	Ms. Dannielle	5/15/2012	210SQI4A4550	ASP Parent Workshops	N/A			0	\$0.00
Student of the Month	attendance	FBB, BB and BAS	2012-2014	Darius Mensah	5/15/2012	210SQI4A4435	Refreshments for Parents	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$3,868.29
6th Grade Orientation & BBQ	attendance, on-timeness to class		2009-2014	Sam Pasarow	5/15/2012	210SQI4A4551	New Student Orientation	N/A			0	\$0.00
8th Grade HS Planning Sessions INFO NIGHT	Parent / Student Attendance	All Students	2010-2014	Ms. Fisher	5/15/2012	210SQI4A4552	High School Information Session	N/A			0	\$0.00
PTSA-Sponsored Burger n Bingo Community Events	Attendance	All Students	2009-2014	Mr. Pasarow	5/15/2012	210SQI4A4553	Burger n Bingo Night!	N/A			0	\$0.00
	Attendance,											

After Hours Music Performances	PACT Survey Data, CHKS Data		2011-2014	Mr. Pitt-Smith	5/15/2012	210SQI4A4554	Musical Performances	N/A			0	\$0.00
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## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Edna M Brewer Middle School

Principal: SAMSON PASAROW

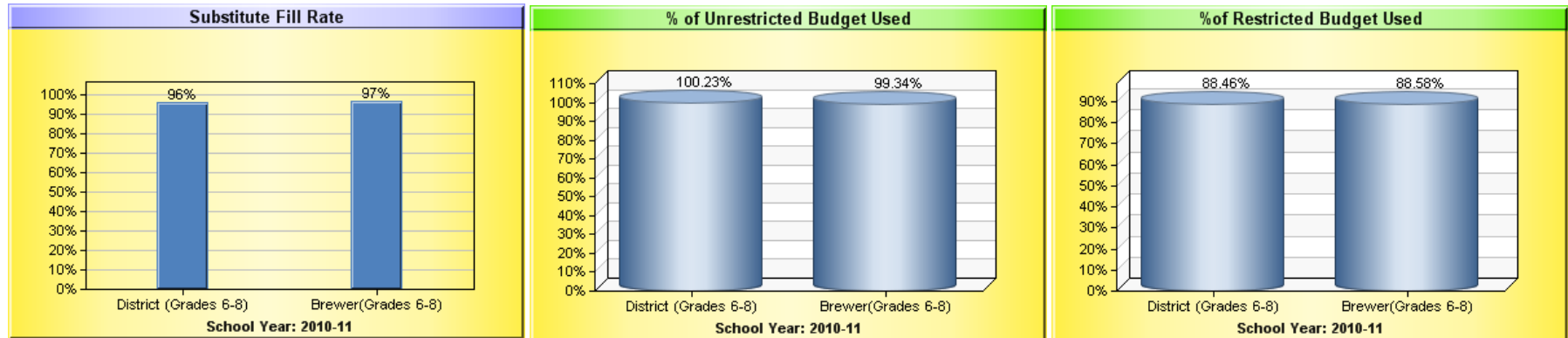
#### School Quality Standards relevant to this Strategic Priority

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.



Type into the gray boxes, then print and sign.

### ASSURANCES 2012-2013

School Site: *Edna Brewer*  
Site Number: *210*

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 *2/21/12*
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on *2/21/12*
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

*[Signature]*  
\_\_\_\_\_  
SSC Chairperson's Signature

*Marie Claude Provencher*  
SSC Chairperson's Name (printed)

*5/7/12*  
\_\_\_\_\_  
Date

*Combined w/ SSC*  
\_\_\_\_\_  
ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

\_\_\_\_\_  
Date

*Sam Pasaron*  
\_\_\_\_\_  
Principal Signature

*Sam Pasaron*  
Principal's Name (printed)

*5/7/12*  
\_\_\_\_\_  
Date

*[Signature]*  
\_\_\_\_\_  
Executive Officer's Signature

*Janette Hernandez*  
Executive Officer's Name (printed)

*05/15/2015*  
\_\_\_\_\_  
Date

*[Signature]*  
\_\_\_\_\_  
Director, State & Federal Compliance Signature

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

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



Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Sam Pasarow	X			
Nick Resnick		X		
Patrick Gray ( <b>Secretary</b> )		X		
Helen Duffy		X		
Katherine Williams		X		
Charlene Johnson ( <b>DAC</b> )			X	
Marie-Claude Provinchie ( <b>Co-Chair</b> )				X
Deborah Williams ( <b>Co-Chair</b> )				X
Michelle Bunker-Alberts				X
Crystal Riles ( <b>Vice-Chair</b> )				X
Jeff White				X
Lisa Young				X
Numbers of members of each category	1	4	1	6

## SSC Membership 2011-2012

## Title I School Parental Involvement Policy 2012 - 2013

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

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

*EDNA BREWER 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.
    1. SSC Meetings
    2. Annual Title I Meeting
- Offer a flexible number of meetings for parents.
  1. Monthly SSC Meetings
  2. ELAC Meetings
- 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.
  1. SSC Meetings
  2. ELA Meetings
  3. Annual Title I Meeting
- Provides parents of Title I students with timely information about Title I programs.
  1. Posted Fliers
  2. Automated Phone blasts
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  1. SSC Meeting Review of Data
  2. Title I Meeting
  3. Community Meeting
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

### **School-Parent Compact**

*EDNA BREWER 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**

EDNA BREWER 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

This is covered in Community Meetings as well as the Annual Title I Meeting.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - Parent Liaison
- 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 Meeting
- 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.
  - Many opportunities for parents to engage in Edna Brewer: Community Meetings, Parent Guardian Events, Music Concerts, After School Program Events, etc.
- 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.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

### **Accessibility**

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
  1. translators at every meeting

### **Adoption**

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

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (*Name of school*) 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

\_\_\_\_\_  
Sam Pasarow  
(Principal's Signature)

\_\_\_\_\_  
5-9-12  
(Date)

## Edna Brewer Middle School Compact

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

As a student I will:

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

\_\_\_\_\_Samia Board\_\_\_\_\_

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.

\_\_\_\_\_Jean Scott\_\_\_\_\_

Family member signature

As a teacher I will:

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

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

\_\_\_\_Nick Resnick\_\_\_\_\_  
Teacher signature

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

Signed on this \_4th\_ day of \_\_May\_\_, 2012.

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts/ English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.  * As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in Reading/Language Arts/ELD. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> <li>At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</li> <li>All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and English learners. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with reading difficulties, students with disabilities, and advanced learners.</li> <li>Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education plan (IEP), to enable them to participate successfully in a basic core classroom.</li> </ul>	Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b> <b>Appropriate Instructional Program Materials</b> All students are _____ assessed, _____ placed, and _____ provided appropriate SBE-adopted instructional program materials.  <b>Number of Students:</b> _____ <u>810</u> All Students _____ <u>73</u> English Learners _____ <u>84</u> Students with disabilities  <b>Appropriate Use</b> Identify all that apply: _____ <u>X</u> Core materials are used daily as designed. _____ <u>X</u> Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

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

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																				
1. Instructional Program	<p>1.3 The school/district provides the current* SBE-adopted Reading/Language Arts intensive intervention programs and materials in grades 6-8. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.</p> <p>*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades 6-8, including English learners and students with disabilities, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> <li>Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction.</li> <li>The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support.</li> <li>Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																
<b>Key Components</b>																							
<b>Appropriate Instructional Program Materials</b>																							
Students are <u>  X  </u> assessed, <u>  X  </u> placed and <u>  X  </u> provided appropriate SBE-adopted intensive intervention program and materials.																							
<b>Number of Intensive Intervention Students:</b>																							
All Intensive learners: Gr. 6 ___ Gr. 7 ___ Gr. 8 ___																							
All Intensive EL's Gr. 6 ___ Gr. 7 ___ Gr. 8 ___																							
All Intensive SWD's Gr. 6 ___ Gr. 7 ___ Gr. 8 ___																							
<b>Number/% Provided SBE Intensive Intervention</b>																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Grade 6</th> <th style="text-align: center;">Grade 7</th> <th style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td style="text-align: center;">56</td> <td style="text-align: center;">42</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Intensive EL's</td> <td style="text-align: center;">9</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Intensive SWD's</td> <td style="text-align: center;">31</td> <td style="text-align: center;">18</td> <td style="text-align: center;">22</td> </tr> </tbody> </table>									Grade 6	Grade 7	Grade 8	All Intensive learners	56	42	40	Intensive EL's	9	4	2	Intensive SWD's	31	18	22
	Grade 6	Grade 7	Grade 8																				
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<u>  X  </u> Materials are used daily as designed																							
Documentation			Additional Comments																				
Reading/Language Arts/ELD																							
District Purchase Date:																							
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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.  * As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	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.  <ul style="list-style-type: none"> <li>At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</li> <li>All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with mathematics difficulties, students with disabilities, and advanced learners.</li> <li>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.</li> </ul>	Objective	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b>Appropriate Instructional Program Materials</b> All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Students:</b>  <u>810</u> All Students  <u>73</u> English Learners  <u>84</u> Students with disabilities</p> <p><b>Appropriate Use</b> Identify all that apply:  <u>X</u> Core materials are used daily as designed.  <u>X</u> Ancillary materials are used daily as designed.</p>				
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades 6-7. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.  For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all identified intensive intervention students in grades 6-7, including English learners and students with disabilities, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> <li>For mathematics, grades 4-7, the 2008 SBE-adopted intensive intervention materials are not designed as a curriculum to replace core instruction.</li> <li>The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program.</li> </ul>	1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p align="center"><b>Key Components</b></p> <p><b>Appropriate Instructional Program Materials</b> Students are <u>X</u> assessed and <u>X</u> provided appropriate SBE-adopted mathematics intervention materials.</p> <p><b>Number of Intensive Intervention Students:</b> All Intensive learners: Gr. 6 <u>59</u> Gr. 7 <u>53</u> All Intensive EL's Gr. 6 <u>9</u> Gr. 7 <u>4</u> All Intensive SWD's Gr. 6 <u>31</u> Gr. 7 <u>18</u></p> <p><b>Appropriate Use</b> <u>X</u> Materials are used daily as designed.</p>				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.														
1. Instructional Program	<p>1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified intensive intervention students in grade 8 needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.</p> <p>For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students in grade 8, including English learners, students with disabilities, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.</p> <ul style="list-style-type: none"> <li>The Algebra Readiness program is a one period, stand-alone, intervention program to prepare students to enter into a grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year.</li> <li>Some students with disabilities placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally										
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%										
<p align="center"><b>Key Components</b></p> <p><b>Appropriate Instructional Program Materials</b> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Intensive Intervention Students:</b> All Intensive learners: Gr. 8 <u>48</u> All Intensive EL's Gr. 8 <u>1</u> All Intensive SWD's Gr. 8 <u>25</u></p> <table border="1" data-bbox="1108 824 1612 951"> <thead> <tr> <th colspan="2">Number Provided SBE Algebra Readiness</th> </tr> <tr> <th colspan="2">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td align="center">48</td> </tr> <tr> <td>English Learners</td> <td align="center">1</td> </tr> <tr> <td>Students with disabilities</td> <td align="center">25</td> </tr> </tbody> </table> <p><b>Appropriate Use</b> <u>X</u> Materials are used daily as designed.</p>								Number Provided SBE Algebra Readiness		Grade 8		Total Students	48	English Learners	1	Students with disabilities	25
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Documentation		Additional Comments															
Mathematics																	
District Purchase Date:																	
School Distribution Date:																	
Classroom Distribution Date:																	
Attach publisher PO documentation for sets of classroom core materials.																	

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for Reading/Language Arts/ELD. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>Grades 6-8: 1.0 and up to 2.0 hours (or up to two periods)</li> </ul>	Full implementation means that the school's master schedule allocates for all Reading/Language Arts/ELD classrooms the appropriate daily instructional time in the current SBE-adopted Reading/Language Arts/ELD basic core materials**. This provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and protected from interruptions. <p>** Note for the 2008 SBE-adopted R/LA/ELD, this means Programs 1,2 or 3.</p>	Objective	Fully	Substantially	Partially	Minimally																				
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center"><b>Key Components</b></p> <p><b>Appropriate Allocation of Daily Instructional Time</b>  <u>X</u> Time is given priority and protected from interruptions.</p> <p><b>Identify Number (#) of instructional minutes (length of periods) offered at each grade level:</b></p> <table border="1" data-bbox="1104 727 1612 976"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>55</td> <td>55</td> <td>55</td> </tr> <tr> <td>English learners</td> <td>55</td> <td>55</td> <td>55</td> </tr> <tr> <td>Students with disabilities</td> <td>55</td> <td>55</td> <td>55</td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students	55	55	55	English learners	55	55	55	Students with disabilities	55	55	55
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Students with disabilities	55	55	55																								
Documentation			Additional Comments																								
Reading/Language Arts/ELD																											
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>Grades 6-8: 30-45 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course.</li> </ul>	<p>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> <li>Students identified in need of strategic support are defined as students demonstrating proficiency in Reading/English-language arts standards no more than two years below grade level.</li> <li>Strategic learners are assessed and require additional instructional time beyond the core.                             <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul> <p>Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core English-language arts classroom.</p> <ul style="list-style-type: none"> <li>The SBE-basic core adopted materials and the core</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																				
2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p><b>Key Components</b></p> <p><b>Appropriate Allocation of Daily Instructional Time</b> Time is given priority and protected from interruptions.</p> <p><b>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of HP strategic periods) offered at each grade level:</b></p> <table border="1" data-bbox="1104 773 1606 1076"> <thead> <tr> <th colspan="4">Number of students at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>29</td> <td>32</td> <td>29</td> </tr> <tr> <td>All HP Strategic</td> <td>25</td> <td>26</td> <td>24</td> </tr> <tr> <td># of HP Strategic provided additional 30-45 minutes or a support period</td> <td>22</td> <td>35</td> <td>24</td> </tr> </tbody> </table>			Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	29	32	29	All HP Strategic	25	26	24	# of HP Strategic provided additional 30-45 minutes or a support period	22	35	24
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**Academic Program Survey—Middle School Level**

		<p>ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</p>	<table border="1"> <thead> <tr> <th colspan="4">Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all HP strategic students</td> <td><u>55</u></td> <td><u>55</u></td> <td><u>55</u></td> </tr> <tr> <td>Additional time provided to HP strategic ELs</td> <td><u>55</u></td> <td><u>55</u></td> <td><u>55</u></td> </tr> <tr> <td>Additional time provided to HP strategic SWDs</td> <td><u>55</u></td> <td><u>55</u></td> <td><u>55</u></td> </tr> </tbody> </table> <p><b>Describe assessment and placement criteria for high priority strategic students:</b></p> <p><u>CST results, SRI scores, grades, attendance</u></p> <p><b>Describe differentiated support for students not needing an additional strategic period:</b></p>	Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students					Grade 6	Grade 7	Grade 8	Additional time provided to all HP strategic students	<u>55</u>	<u>55</u>	<u>55</u>	Additional time provided to HP strategic ELs	<u>55</u>	<u>55</u>	<u>55</u>	Additional time provided to HP strategic SWDs	<u>55</u>	<u>55</u>	<u>55</u>
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Documentation		Additional Comments																					
	Reading/Language Arts/ELD																						
District Instructional Regulations:																							
School Instructional Procedures:																							
Attach appropriate documents.																							



Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified English learners, using either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>Grades 6-8: 30-60 minutes (or up to one period)</li> </ul>	Full implementation means that the school's master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list, materials from the previous SBE-approved materials lists for all identified English learners. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions. <ul style="list-style-type: none"> <li>English learners are appropriately placed into ELD using CELDT and all available English proficiency measures.</li> <li>Students at CELDT proficiency levels 1-3 need at least a separate ELD course focused on building English language skills.</li> <li>Students at CELDT proficiency levels 4 and 5 (Early Advanced and Advanced levels) may not need separate ELD courses, but should be in a Reading/Language Arts course that has specifically designated materials and/or strategies, that focus on building English language skills for mastery of content standards. Examples of designated ELD master schedule offerings include:                             <ul style="list-style-type: none"> <li>A separate period of ELD</li> <li>ELD during SBE-adopted intensive intervention Program 5</li> <li>An ELD strategic support class</li> <li>A grade-level English class with in-class ELD support</li> </ul> </li> </ul>	Objective	Fully	Substantially	Partially	Minimally
	2.3		4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	
<b>Key Components</b>							
<b>Appropriate Allocation of Daily Instructional Time</b>							
Identify all that apply							
<input checked="" type="checkbox"/> Time is given priority and protected from interruptions.							
<input checked="" type="checkbox"/> ELD instruction is additional time in the schedule.							
<b>Identify Number (#) EL students by CELDT level and # of ELD minutes (length of periods) offered at each CELDT level</b>							
Proficiency Levels	Levels 1-2	Level 3	Levels 4-5				
	# Students	7	7	0			
	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	55	55	0			

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**Academic Program Survey—Middle School Level**

		<ul style="list-style-type: none"> <li>• Districts who have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1, English learners should be provided daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists</li> <li>• 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</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Instructional Regulations:			
School Instructional Procedures:			
Attach appropriate documents.			

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																	
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted intensive intervention programs in Reading/Language Arts. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>Grades 6-8: 2.5 to 3.0 hours (or up to 3 periods)</li> </ul>	Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including English learners and students with disabilities. The current SBE-adopted Reading/Language Arts/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students. <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> <li>Students in need of intensive intervention are defined as students demonstrating proficiency in reading/language arts two or more years below grade level.</li> <li>The master schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-Adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers (two to three periods within the master schedule).</li> <li>The master schedule reflects that English learners assessed and identified for intensive intervention receive the appropriate recommended minutes of instruction daily in the intervention program (2008 SBE-adopted Program 5 or materials from the previous 2002 SBE-adopted materials lists). These materials are designed to provide intensive, accelerated, and extensive ELD that complements and supports reading/language arts instruction. English learners in intensive intervention Program 5 will receive embedded ELD instruction as per</li> </ul>	Objective	Fully	Substantially	Partially	Minimally													
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%													
			<b>Key Components</b>																	
<b>Appropriate Allocation of Daily Instructional Time</b> _____Time is given priority and protected from interruptions.																				
<b>Indicate total length (minutes) of blocked periods:</b>																				
<table border="1"> <thead> <tr> <th data-bbox="1100 750 1234 776"># of Instructional minutes at each grade level</th> <th data-bbox="1234 750 1360 776">Grade 6</th> <th data-bbox="1360 750 1486 776">Grade 7</th> <th data-bbox="1486 750 1617 776">Grade 8</th> </tr> </thead> <tbody> <tr> <td data-bbox="1100 776 1234 878">All Intensive learners</td> <td data-bbox="1234 776 1360 878">55</td> <td data-bbox="1360 776 1486 878">55</td> <td data-bbox="1486 776 1617 878">55</td> </tr> <tr> <td data-bbox="1100 878 1234 953">Intensive English learners</td> <td data-bbox="1234 878 1360 953">55</td> <td data-bbox="1360 878 1486 953">55</td> <td data-bbox="1486 878 1617 953">55</td> </tr> <tr> <td data-bbox="1100 953 1234 1049">Intensive Student with disabilities</td> <td data-bbox="1234 953 1360 1049">55</td> <td data-bbox="1360 953 1486 1049">55</td> <td data-bbox="1486 953 1617 1049">55</td> </tr> </tbody> </table>					# of Instructional minutes at each grade level	Grade 6	Grade 7	Grade 8	All Intensive learners	55	55	55	Intensive English learners	55	55	55	Intensive Student with disabilities	55	55	55
# of Instructional minutes at each grade level	Grade 6	Grade 7	Grade 8																	
All Intensive learners	55	55	55																	
Intensive English learners	55	55	55																	
Intensive Student with disabilities	55	55	55																	

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components																								
			Objective	4	3	2	1																				
2. Instructional Time	2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for mathematics. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>Grades 6-8: 50-60 minutes (or one period)</li> </ul>	Full implementation means that the school's master schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> </ul>	Review and identify which key components apply. Circle the most appropriate rating.	Fully	Substantially	Partially	Minimally																				
			2.5	100%	At least 75%	At least 50%	Less than 50%																				
			<b>Key Components</b> <b>Appropriate Allocation of Daily Instructional Time</b> <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.																								
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# of Instructional minutes at each grade level																											
	Grade 6	Grade 7	Algebra I																								
All Students	55	55	55																								
English learners	55	55	55																								
Students with disabilities	55	55	55																								
			* For Algebra Readiness see 2.7																								
Documentation		Additional Comments																									
	Mathematics																										
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																												
2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials. <ul style="list-style-type: none"> <li>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.</li> <li>Grade 8: 30-60 minutes (or up to one period) additional strategic support linked to a grade-level Algebra I course.</li> </ul>	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> <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.                             <ul style="list-style-type: none"> <li>For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level course.</li> <li>Some grade 6-7 students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</li> </ul> </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> <li>For grade 8, strategic students are assessed and need additional instructional time beyond the core.                             <ul style="list-style-type: none"> <li>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.</li> <li>Some grade 8 strategic students may have occasional trouble within day-to-day grade-level standards</li> </ul> </li> </ul>	Objective	Fully	Substantially	Partially	Minimally																								
2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<b>Key Components</b>																										
<b>Appropriate Allocation of Daily Instructional Time</b> ___ Time is given priority and protected from interruptions.																															
<b>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of periods) offered at each grade level:</b>																															
<table border="1"> <thead> <tr> <th colspan="4">Number of students at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>23</td> <td>29</td> <td>26</td> </tr> <tr> <td>All HP Strategic</td> <td>4</td> <td>7</td> <td>5</td> </tr> <tr> <td>All HP ELs</td> <td>5</td> <td>2</td> <td>3</td> </tr> <tr> <td>All HP SWDs</td> <td>32</td> <td>26</td> <td>28</td> </tr> </tbody> </table>								Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	23	29	26	All HP Strategic	4	7	5	All HP ELs	5	2	3	All HP SWDs	32	26	28
Number of students at each grade level																															
	Grade 6	Grade 7	Grade 8																												
All Strategic	23	29	26																												
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All HP ELs	5	2	3																												
All HP SWDs	32	26	28																												
<b>Describe differentiated support for students not needing an additional strategic period:</b>																															

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**Academic Program Survey—Middle School Level**

		<p>instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</p> <ul style="list-style-type: none"> <li>For grades 6-8, the core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</b></th> </tr> <tr> <th></th> <th style="text-align: center;"><b>Grade 6</b></th> <th style="text-align: center;"><b>Grade 7</b></th> <th style="text-align: center;"><b>Algebra 1</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Additional time provided to all HP strategic students</td> <td style="text-align: center;"><u>55</u></td> <td style="text-align: center;"><u>55</u></td> <td style="text-align: center;"><u>55</u></td> </tr> <tr> <td style="text-align: center;">Additional time provided to HP strategic English learners</td> <td style="text-align: center;"><u>55</u></td> <td style="text-align: center;"><u>55</u></td> <td style="text-align: center;"><u>55</u></td> </tr> <tr> <td style="text-align: center;">Additional time provided to HP strategic Students with disabilities</td> <td style="text-align: center;"><u>55</u></td> <td style="text-align: center;"><u>55</u></td> <td style="text-align: center;"><u>55</u></td> </tr> </tbody> </table> <p><b>Describe differentiated support for students not needing an additional strategic period:</b></p>	<b>Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</b>					<b>Grade 6</b>	<b>Grade 7</b>	<b>Algebra 1</b>	Additional time provided to all HP strategic students	<u>55</u>	<u>55</u>	<u>55</u>	Additional time provided to HP strategic English learners	<u>55</u>	<u>55</u>	<u>55</u>	Additional time provided to HP strategic Students with disabilities	<u>55</u>	<u>55</u>	<u>55</u>
<b>Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</b>																							
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Additional time provided to all HP strategic students	<u>55</u>	<u>55</u>	<u>55</u>																				
Additional time provided to HP strategic English learners	<u>55</u>	<u>55</u>	<u>55</u>																				
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Documentation		Additional Comments																					
	Mathematics																						
District Instructional Regulations:																							
School Instructional Procedures:																							
Attach appropriate documents.																							

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
2. Instructional Time	2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials or program for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. <ul style="list-style-type: none"> <li>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.</li> <li>Grade 8: one period of Algebra Readiness daily for identified intervention students.</li> </ul>	Full implementation means that the school's master schedule allocates sufficient instructional time or periods for identified intervention students needing specialized instruction to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intervention students. <ul style="list-style-type: none"> <li>For Grades 6-7, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards.</li> <li>For Grade 8, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards.</li> </ul> <b>For districts using the 2007 SBE adoptions:</b> The fourth through seventh grade intensive intervention materials are not designed as a curriculum to replace core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed. <ul style="list-style-type: none"> <li>For Grade 8, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																	
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<b>Key Components</b>  <b>Appropriate Allocation of Daily Instructional Time</b> x Time is given priority and protected from interruptions.  <b>Indicate total number of additional minutes:</b>  <table border="1" data-bbox="1094 703 1608 1005"> <thead> <tr> <th colspan="4"># of Instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>Intensive learners</td> <td>55</td> <td>55</td> <td>55</td> </tr> <tr> <td>Intensive English learners</td> <td>55</td> <td>55</td> <td>55</td> </tr> <tr> <td>Intensive Student with disabilities</td> <td>55</td> <td>55</td> <td>55</td> </tr> </tbody> </table>					# of Instructional minutes at each grade level					Grade 6	Grade 7	Algebra Readiness	Intensive learners	55	55	55	Intensive English learners	55	55	55	Intensive Student with disabilities
# of Instructional minutes at each grade level																								
	Grade 6	Grade 7	Algebra Readiness																					
Intensive learners	55	55	55																					
Intensive English learners	55	55	55																					
Intensive Student with disabilities	55	55	55																					

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**Academic Program Survey—Middle School Level**

		<p><b>For districts using the 2001 SBE adoptions:</b></p> <ul style="list-style-type: none"> <li>Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional instructional time and support using the ancillary materials from the adopted program.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		
District Instructional Regulations:			
School Instructional Procedures:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted mathematics programs (6-8) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	Full implementation means that the annual district instructional/assessment pacing guides are in daily use in all mathematics classrooms to fully implement the current SBE-adopted mathematics programs by grade level (and by tracks if a year-round school schedule). <ul style="list-style-type: none"> <li>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.</li> <li>The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level 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.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <b>Instructional/Assessment Pacing Guides</b> <input checked="" type="checkbox"/> Distributed to all teachers at each grade Level <input checked="" type="checkbox"/> Used daily at every grade level  <b>Pacing Guide Use Monitored</b> <input checked="" type="checkbox"/> Principal monitors daily use				
Documentation		Additional Comments					
		Mathematics					
School/District Pacing Plan by Grade Level or Program Level							
Attach appropriate documents.							

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Academic Program Survey—Middle School Level

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

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**Academic Program Survey—Middle School Level**

or intensive reading intervention program and 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 for Instructional Improvement (20 hours) and 20 hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20 hours) and 20 hours of structured practicum. Administrators will also have to complete an online survey as well as these 160 hours of combined training and practicum.**

- 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.

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Documentation

Additional Comments

E/LA/ELD & Mathematics

District Completion Records:

Approved Provider Information:

Date of Offerings:

Academic Program Survey—Middle School Level

Attach appropriate documents.

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.  * Targeted professional development and support may include: <ul style="list-style-type: none"> <li>• Development, use, and monitoring of classroom observation protocols to include                             <ul style="list-style-type: none"> <li>☐ Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide,</li> <li>☐ The effective implementation of targeted research-based instructional strategies to meet the needs of all students including English learners and students with disabilities.</li> </ul> </li> <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>	4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>  <u>Principal's Professional Development</u> <input checked="" type="checkbox"/> Completed  Identify type of professional development/support* and hours (refer to suggested targeted professional development and support list):				

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Objective	Fully	Substantially	Partially	Minimally
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the No Child Left Behind (NCLB) Act of 2001.	Full implementation means that all classrooms have fully credentialed, highly qualified teachers appropriately credentialed for their assignment.	5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
			<u>95%</u> Percentage of fully credentialed, highly qualified teachers.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District SB 472 Completion Records:							
Approved Provider Information:							
Dates of Offerings:							
Attach appropriate documents.							

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																				
5. <b>Credentialed Teachers and Professional Development Opportunity</b>	5.2 The school/district provides teachers of Reading/Language Arts/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Reading/Language Arts/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components.  This requirement is fulfilled when the teacher completes 40 hours of SBE-adopted instructional materials	<p>Full implementation means that all teachers of Reading/Language Arts/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted Reading/Language Arts/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include:</p> <ul style="list-style-type: none"> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>• Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																
<p align="center"><b>Key Components</b></p> <p><b>Training and Practicum Completed:</b></p> <p><b>Indicate the number of teachers at each grade level and number completing training and practicum:</b></p> <table border="1" data-bbox="1140 732 1612 911"> <thead> <tr> <th></th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td align="center">2</td> <td align="center">x</td> <td align="center">x</td> </tr> <tr> <td>Grade 7</td> <td align="center">2</td> <td align="center">x</td> <td align="center">x</td> </tr> <tr> <td>Grade 8</td> <td align="center">2</td> <td align="center">x</td> <td align="center">x</td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>									# of Teachers	40 hour Training	Structured Practicum	Grade 6	2	x	x	Grade 7	2	x	x	Grade 8	2	x	x
	# of Teachers	40 hour Training	Structured Practicum																				
Grade 6	2	x	x																				
Grade 7	2	x	x																				
Grade 8	2	x	x																				

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**Academic Program Survey—Middle School Level**

	<p>training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<p>determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> <li>• Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</li> <li>• Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards.</li> <li>• Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Completion Records:			
Approved Provider Information:			
Dates of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

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

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**Academic Program Survey—Middle School Level**

	<p>training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> <li>• Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</li> <li>• Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction.</li> <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> <li>• Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor.</li> <li>• Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation.</li> <li>• Training on RtI<sup>2</sup> including support on providing tiered intervention.</li> <li>• Implementation and monitoring of standards-based IEP.</li> <li>• Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</li> </ul>	
Documentation		Additional Comments	
	Mathematics		
District Completion Records:			
Approved Provider Information:			
Dates of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Attach appropriate documents.

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.					
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides mathematics and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathematics instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> <li>The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps.</li> <li>Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing students who need intervention, English learners, students with disabilities, benchmark and advanced learners.</li> <li>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.</li> <li>The principal structures and monitors the use and impact of coaching services on students' achievement.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally	
				6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center"><b>Key Components</b></p> <p><b>Coaches/Content Experts/Specialists:</b>  <input checked="" type="checkbox"/> Type of instructional assistance  <input checked="" type="checkbox"/> Works primarily in classrooms</p> <p><b>Describe type of classroom/teacher assistance regularly provided to teachers:</b></p> <p><b>Describe criteria used for identifying and providing coaching support:</b></p> <p><b>Monitoring Coaching System</b>  <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services</p> <p><b>Trained Coaches/ Content Experts/Specialists</b>  <input checked="" type="checkbox"/> Completed SBE adopted materials-based Training (identify which program[s]).  <input checked="" type="checkbox"/> Completed ELPD</p> <p><b>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: <u>ELA TSA trained us</u></b></p>								
Documentation			Additional Comments					
School Plan for Assistance and Support to Teachers:			Mathematics					

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Academic Program Survey—Middle School Level

Attach appropriate documents.

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

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**Academic Program Survey—Middle School Level**

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



Academic Program Survey—Middle School Level

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

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Attach appropriate documents.

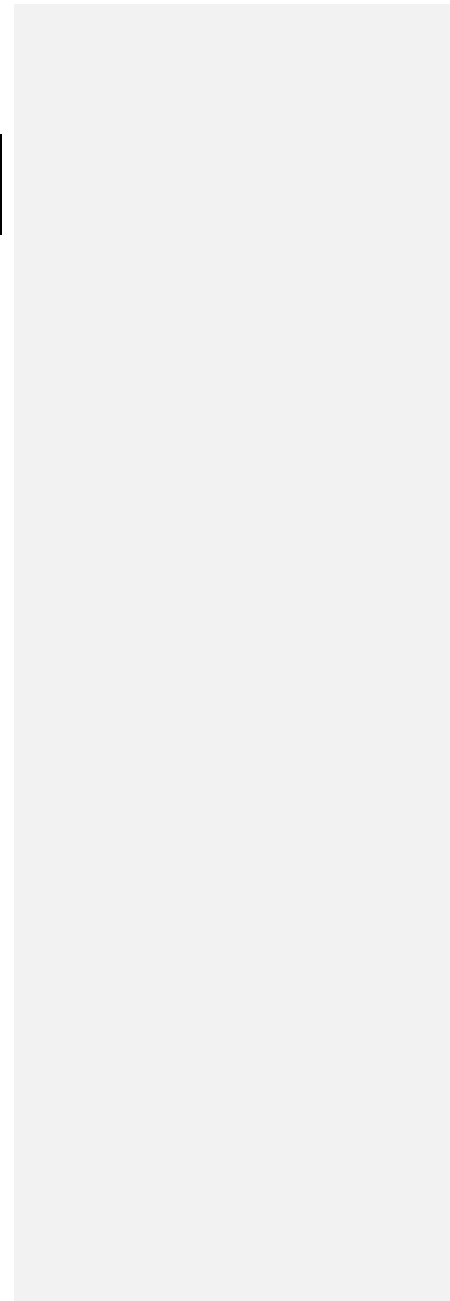
Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or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

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**Academic Program Survey—Middle School Level**

School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans		
Attach appropriate documents.		



Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

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## **Edna Brewer Middle School – Program Improvement Year 4 Restructuring Plan**

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

At Edna Brewer, our three critical practices are (1) implementing the common core early in Math and ELA, (2) continuing our work with the African American Male Achievement Initiative (AAMAI) Office in our African American Family Summit work and (3) implementing a school-wide Positive Behavior Intervention and Support model (PBIS).

Our vision for the acceleration of student achievement starts with the reason that we missed AYP in 2010-2011: we missed AYP growth for African American students, we missed AYP growth targets for SED students, we missed AYP targets for EL's and students with disabilities.

We believe that the early adoption of the common core balanced with our increasingly-effective intervention model will accelerate students in the above subgroups. We also believe that besides an achievement gap, there is a significant discipline gap at Edna Brewer and working with the AAMAI office to plan and implement strategies to reduce disproportionality with respect to African American discipline will also lead to student acceleration. Finally, PBIS promises to help our community align itself around common values and codes of conduct, such that we explicitly teach students the rules and positively reinforce the behavior we want to see in our school.

Critical Practice #1

### **EARLY IMPLEMENTATION OF THE COMMON CORE**

Supporting early adoption of the Common Core in Math and ELA by:

- Hiring an ELA coach / interventionist
- Focus on ELA acceleration strategies
- Strengthen cross-departmental collaboration to support ELA Common Core implementation
- Hiring a Math coach / interventionist
- Early adoption of Common Core in Math and ELA

Targets:

Decrease achievement gap in ELA

Decrease achievement gap in Math

Adult Behaviors By Year One:

- Improved classroom management and student engagement in Edna Brewer Math classrooms with the use of positive reinforcement, community building, 'productive struggle' and OUSD's "Math Character Card"



- Increased use of data to drive re-teaching plans and the beginnings of a school-wide data-driven culture
- Cross-department collaboration with ELA Common Core standards
- EL strategies being implemented according to new common core ideology: “productive struggle”

Adult Behaviors By Year Two:

- High engagement in all six math classrooms with the implementation of positive reinforcement and community building
- Data being used to drive re-teaching plans as well as enabling partner teachers to compare instructional methods
- All departments reinforcing ELA common core literacy standards for expository text and claim / evidence
- EL strategies being implemented in all content classes

Adult Behaviors By Year Three:

- Lesson Study in Math and ELA
- Data-driven culture firmly in place at Edna Brewer, such that partner teacher backwards plan from the same assessments and use the same overarching and daily learning targets
- Full implementation of Common Core in Math and ELA

Critical Practice #2

**AFRICAN AMERICAN MALE ACHIEVEMENT INITIATIVE COHORT FOCUS**

Continuing the work of OUSD’s African American Male Achievement Initiative Task Force in the following areas:

- Manhood Class
- Black Student Union
- Study Team meetings
- Professional Development related to culturally responsive pedagogy

Adult Behaviors By Year One:

- Feature a Manhood class in the school’s program for at-risk African American boys
- Start A Black Student Union
- Convene meetings of the Study Team
- Participate in Professional Development on culturally responsive pedagogy

Adult Behaviors By Year Two:

- Involve the Manhood class in leading the student body in assemblies and other school rituals: ACT Assemblies, Student of the Month celebrations, etc.
- Task the Black Student Union with important leadership opportunities: discipline advisory board, dress code, leading student events, etc.

- Pilot a tutoring program with one 8<sup>th</sup> grade family and one 6<sup>th</sup> grade family (small learning community)
- Identify teacher leaders in culturally responsive pedagogy and have them lead PD on the topic

#### Adult Behaviors By Year Three:

- Feature the Manhood Class students at a number of school and parent engagement events
- Task the Black Student Union with important leadership opportunities: discipline advisory board, dress code, leading student events, etc.
- Grow the tutoring program to include both 8<sup>th</sup> grade families and all four 6<sup>th</sup> and 7<sup>th</sup> grade families
- Involve teachers in instructional rounds related to culturally responsive pedagogy

#### Critical Practice #3

### **POSITIVE BEHAVIOR INTERVENTION & SUPPORT**

#### Adult Behaviors By Year One:

- Assess and plan Edna Brewer's positive reinforcement system
- Get staff buy-in by tasking teacher leaders to carry the PBIS work forward, one teacher per Small Learning Community
- Train the staff on PBIS
- Track Discipline Data

#### Adult Behaviors By Year Two:

- Assess and adapt Edna Brewer's positive reinforcement system
- Have the PBIS 'team' run one full staff PD on a buy-back day and structure family meetings to have a PBIS component weekly
- Hold PBIS team meetings monthly
- Train students on school values in various site contexts: upper yard, classroom, hallways, cafeteria, library, etc.
- Track and report out on discipline data, homing in on problem areas and trends and develop data-based modifications
- Begin planning Tier II PBIS strategies

#### Adult Behaviors by Year Three:

- Assess, review and adapt Edna Brewer's positive reinforcement system
- Implement Tier II PBIS Strategies
- Begin Planning Tier III PBIS strategies
- Train students on school values in various site contexts: upper yard, classroom, hallways, cafeteria, library, etc.
- Hold PBIS team meetings monthly and include classified staff in strategies and theory of action related to PBIS
- Collect data for data-informed decisions

