

REPORT OF FINDINGS AND RECOMMENDED CORRECTIVE ACTIONS
Progress Report #2

Name of District: Oakland Unified School District Name of Superintendent: Dr. Randolph Ward

Name of School: Havenscourt Middle School Name of Principal: Pamela Watson

Name of SAT or SAIT Organization: Sacramento County Office of Education

Name of Lead: Cathi Bardo Phone #: (916) 228-2553 E-mail Address: cbardo@scoe.net

Essential Components #1: Instructional Program						
Finding #1.1: All students at all grade levels/program levels have and use the most recent SBE-adopted instructional program in reading/language arts.						
Finding #1.2: All students at all grade levels/program levels have and appropriately use on a daily basis the most recent SBE-adopted intervention reading/language arts instructional program materials.						
Finding #1.3: All students at all grade levels have and appropriately use on a daily basis the most recent SBE-adopted instructional program materials in mathematics.						
Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
1.1 No Corrective Action	Strong recommendation: *Staff expressed concern about varied results between student sub-groups. Team supports the investigation of alternative intensive intervention reading programs for non-ELL students.				4	District has selected LANGUAGE! Only students who qualify for intensive reading intervention. District has arranged teacher training for August. Site needs to identify teacher to be trained in the program.
1.2 No Corrective Action						
1.3 No Corrective Action						

Essential Component #2: Instructional Time						
<p>Finding #2.1: About half of the classrooms have the appropriate time allocations for students in the adopted reading/language arts “basic core” program.</p> <p>Finding #2.2: All classrooms have the appropriate time allocations for students enrolled in the reading intervention program.</p> <p>Finding #2.3: All classrooms have the appropriate daily time allocation for students in mathematics.</p> <p>Finding #2.4: Few students receive the additional time allocation needed for mathematics intervention during the instructional day.</p>						
Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
<p>2.1 All classrooms will have the appropriate time allocations for students in the adopted reading/language arts basic core program.</p> <p>(Grades 6-8: 1 period for grade level or above and 2 periods for students scoring just below grade level up to 2 years below grade level.)</p>	<p>Havenscourt staff will work with feeder schools to administer the Holt placement tests early enough to use in developing the 2005-06 master schedule.</p> <p>The master schedule will include blocked classes of 2 periods for students needing strategic support in Holt in grades 6, 7 and 8.</p>	Spring, 2005	Site Principal	District Secondary Education Office	2 4	<p>Holt placement test was not administered to incoming 6th graders at feeder schools.</p> <p>Only the students who tested out of High Point were administered the Holt placement test.</p> <p>The 2005-06 master schedule includes 2-period blocked language arts classes.</p>
2.2 No Corrective Action	<p>Strong recommendations:</p> <p>*Use same placement process as described in 2.1 above for High Point Program.</p> <p>*Pilot a 3 period High Point Basics Intervention class.</p>					<p>See statement in 2.1</p> <p>No 3-period intervention classes are scheduled for next year.</p>
2.3 No Corrective Action	<p>Strong recommendation:</p> <p>Use same placement process as described in 2.1 above.</p>				3	<p>Rising 7th graders were given Algebra Readiness Test. Results of this test, with CST scores, and teacher recommendation were put in a matrix to determine placement in Algebra I or Algebra A.</p>
<p>2.4 All students needing mathematics intervention will receive the additional time within their instructional day.</p> <p>(Grades 6-8: 1 additional instructional period daily)</p>	<p>Revise the master schedule to pilot a small intervention math class for students needing additional support in math.</p> <p>Use the same placement process as described in 2.1 above.</p>	<p>February, 2005</p> <p>Spring, 2005</p>	Site Principal	District Secondary Education Office	0 4	<p>Small math intervention class was discontinued after 1 week in March, 2005. For next year, students will receive intervention with Moving with Math materials and Keys Curriculum. The 2005-06 schedule includes 2-periods for math.</p>

Essential Component #3: School Principals' Instructional Leadership Training						
Findings #3.1 and 3.2: The principal and vice principal have completed the AB 75 Principal Training Program, Module 1, Leadership and Support of Student Instructional Programs in reading/language arts and mathematics.						
Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
3.1 No Corrective Action						District and school administration are to be commended for their efforts to ensure that all administrators and teachers receive training in the state-adopted programs in reading/language arts and mathematics.
3.2 No Corrective Action						NOTE: If administration changes at the school, the new administration will need to be trained in AB 75, Module 1.

Essential Component #4: Credentialed Teachers and Teachers Professional Development Opportunities						
<p>Finding #4.1: a. The district staffs most classrooms with fully credentialed teachers b. The district has limited plan in place to recruit and retain fully credentialed teachers within 3 years for all classrooms at the school</p> <p>Finding #4.2: All of the school's reading/language arts teachers have completed the AB 466 training in either Holt Literature and Language Arts or High Point Programs.</p> <p>Finding #4.3: All of the school's math teachers have completed the AB 466 training in either McDougal Littell grades 6-7 or Prentice Hall Pre Algebra and Algebra adopted programs.</p>						
Corrective Action	Benchmark	Due Date Frequency	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
4.1 a. No Corrective Actions						
4.1 b. The district will develop and implement an appropriate plan to recruit and retain fully credentialed teachers within 3 years for all classrooms at the school.	<p>4.1.1: SAIT and Program Improvement schools will be given priority for placement of teachers.</p> <p>4.1.2: Additional training and support will be provided for new teachers at SAIT and PI schools.</p> <p>4.1.2: The district will develop a plan to retain teachers at SAIT and PI schools.</p>	<p>August, 2005</p> <p>August, 2005</p> <p>August, 2005</p>	<p>Assistant Superintendent</p> <p>Assistant Superintendent</p> <p>Assistant Superintendent</p>	<p>Superintendent</p> <p>Superintendent</p> <p>Superintendent</p>	2	<p>Pending a letter of assurance from HRD-- As positions are filled for next year, the Human Resources Department will work with SAIT to ensure high quality staff, trained in AB 466 programs, is placed at the school.</p>
4.2 No Corrective Action						
4.3 No Corrective Action						

Essential Component #5: Student Achievement Monitoring System

Finding #5.1: Reading/language arts curriculum-embedded assessments are in regular use at the school.

Finding #5.2: Algebra I and general mathematics curriculum-embedded assessments are in regular use at the school.

Corrective Action	Benchmark	Due Date	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
5.1 and 5.2 No Corrective Action Strong recommendation: All teachers will participate in assessment collection and reporting, including teachers of Special Education students.						

Essential Component #6: On-going Instructional Assistance and Support						
Findings #6.1: The school/district provides limited instructional assistance to support teachers in delivering reading/language arts instruction using the adopted core materials in the Holt Literature and Language Arts Program						
Finding #6.2: The school/district provides little instructional assistance to support teachers in delivering mathematics instruction using the adopted materials.						
Corrective Action	Benchmark	Due Date	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
6.1 The school/district will provide appropriate instructional assistance and support to reading/language arts teachers in delivering the adopted Holt Literature and Language Arts Program.	6.1.1. Provide coaching for all ELA teachers through an external coach.	Spring, 2005	SCOE, Principal	Secondary Ed Dept.	3	May 23-26, Holt and High Point coach provided by SAIT observed classes and gave verbal and written feedback to teachers. More time is needed to develop coaches from the school. District level coaches must be purchased out of site funds for 2005-06.
	6.1.2. Select and train district coaches.	By 5/05	SCOE, Principal			
	6.1.3. District coaches will work along side external coaches.	Fall semester, 2005	Lead teacher, principal, SCOE		1	
	6.1.4. Shift most coaching responsibilities to school coaches.	Spring semester 2006	Lead teacher, principal			
6.2 The school/district will provide the same model as described in 6.1 for the math teachers at the school.	6.2.1. Provide coaching for all math teachers through an external coach.	Spring, 2005	SCOE, Principal	Secondary Ed Dept.	2	Teachers have received coaching from an external coach in the ACCESS Program. More time is needed to develop coaches from the school and within the district.
	6.2.2. Select and train district coaches.	By 5/05	SCOE, Principal			
	6.2.3. District coaches will work along side external coaches.	Fall semester 2005	Lead teacher, principal, SCOE		1	
	6.2.4. Shift most coaching responsibilities to school coaches.	Spring semester 2006	Lead teacher, principal			

Essential Component #7: Monthly Collaboration for Teachers by Grade Level or Program Level						
Findings #7.1 and 7.2: The school/district provides limited opportunities for teachers to collaborate by grade level/program level specific to issues of curriculum-embedded assessment, data review, instructional planning and lesson delivery in the adopted reading/language arts and mathematics programs.						
Corrective Action	Benchmark	Due Date	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
7. 1 and 7.2 The school/district will provide opportunities on a frequent basis for language arts and mathematics teachers to collaborate by grade level around the following issues: examination of curriculum-embedded assessments; instructional planning; and instructional delivery of their respective adopted programs.	7.1.1 and 7.2.1: The school will reserve and protect the 1.5 hours of time on at least two Wednesdays per month for teachers to meet by department to review curriculum-embedded assessments and plan instruction in the adopted programs in reading/language arts and mathematics. 7.1.2 and 7.2.2: The principal will ensure that meetings have a consistent focus, format and structure.	February, 2005	Site Principal	District Secondary Education Office	4	English teachers are reviewing Holt and High Point assessments in department meetings. Math teachers are reviewing the benchmark tests and Algebra Readiness tests for 2005-06 placement information. School is keeping a binder of meeting agendas and notes on collaborative meetings.
		February, 2005	Site principal	District Secondary Education Office		
Recommendation: The school/district will support cross-curricular meetings to plan the implementation of school-wide strategies to improve students' literacy and academic language skills.						

Essential Component #8: Lesson Pacing Schedule						
Findings #8.1 and 8.2: The district distributes an annual pacing schedule, which is in use in reading language arts and mathematics classrooms in the school.						
Corrective Action	Benchmark	Due Date	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
8.1 and 8.2 No Corrective Actions						

Essential Component #9: Fiscal support						
Finding #9.1: The school/district uses its general and categorical funds to support some of the reading/language arts goals in the school plan. Goals and spending are not adequately focused directly on student achievement.						
Finding #9.2: The school/district uses its general and categorical funds to support some of the mathematics goals in the school plan. Goals and spending are not adequately focused directly on student achievement.						
Corrective Action	Benchmark	Due Date	Person(s) Responsible for Implementing	Person(s) Accountable for Oversight	Progress Score 1-2-3-4	Comments (Identify & explain the successes & challenges)
9.1 and 9.2: The school will revise the school plan to reflect SAIT corrective actions.	9.1.1 and 9.2.1 Provide evidence of school plan revisions and of Board and SSC approval.	May, 2005	Principal	Secondary Ed Dept.	4	Havenscourt has included the SAIT corrective actions in their school plan/budget.
9.1 and 9.2 The school and district will provide general and categorical funds to support the ELA and math goals in the revised school plan.	9.1.2 and 9.2.2 Provide annual budgets showing how all corrective actions will be funded.	May, 2005	Principal, Secondary Ed Dept.	Asst. Supt.		
	9.1.3 and 9.2.3 Provide a financial plan to sustain corrective actions beyond SAIT funding.	August, 2006	Asst. Supt.	Superintendent		