

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 – Bret Harte Middle School

Action Requested:

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



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Bret Harte Middle School

6056998

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

Bret Harte's diverse student population of approximately 630 is drawn from all over Oakland and represents the economic, linguistic, and ethnic diversity of our city. 41% of our students are African-American, 30% are Latino, 15% Asian, 7% white, 4% Pacific Islander, and 3% Filipino. Approximately 80% of students receive free or reduced lunch. After English, Spanish and Arabic are the two most common languages, followed by several East and Southeastern Asian languages such as Chinese, Vietnamese, and Cambodian. Our experienced staff of teachers supports these students' success in conventional core classes as well as an advanced math program and Newcomer program for students just arriving to the country without a knowledge of English. Bret Harte also boasts one of the most comprehensive elective programs of any middle school in Oakland, with art, music, and Spanish teachers allowing all students access to enrichment. Students also participate in leadership, journalism, and service learning classes. Our large campus allows us to separate sixth graders to better attend to their social development and provides our physical education department with ample space for student activities. Bret Harte also boasts extensive support services, most notably three full-time mental health therapists, as well as a substance abuse counselor and peer education program and a thriving conflict mediator program.

VISION

At Bret Harte, our mission is to provide an orderly, productive and flexible educational setting in order to produce a positive, nurturing learning environment for all to realize their goals. Bret Harte provides each student with an opportunity to succeed by fostering intellectual and personal growth, creativity and discipline, building on the spirit of tolerance and support to instill cultural and linguistic sensitivity, and engaging students in the process of learning to improve themselves. We strive to engage our parents through regular meetings, trainings, and other events. We rely on community partners to provide services to support the emotional and social growth of our students as we prepare them for the challenges that lay ahead in high school and in life.

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

Example 1: At regular meetings of the Instructional Leadership Team, consisting of the Principal, Assistant Principals, and teacher representatives, data on student learning will be analyzed and reflections will lead to adjustments to the school plan to better meet the needs of our students.

Example 2: The principal's report is part of the agenda for each PTSA meeting and at those meetings updates will be given on the progress of the school towards reaching the school quality standards. Parent feedback on progress towards reaching the goals will be collected and used to help refund the work towards reaching all of the school quality standards. Example 3: At weekly administrative team meetings, the principal, assistant principal, case manager, TSA, and after school program coordinator will analyze progress towards reaching school quality standards, based on collection of data from a variety of sources. Plans will be adjusted and made to better meet the needs of students.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Bret Harte Middle School

Principal: THOMAS HUGHES III

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

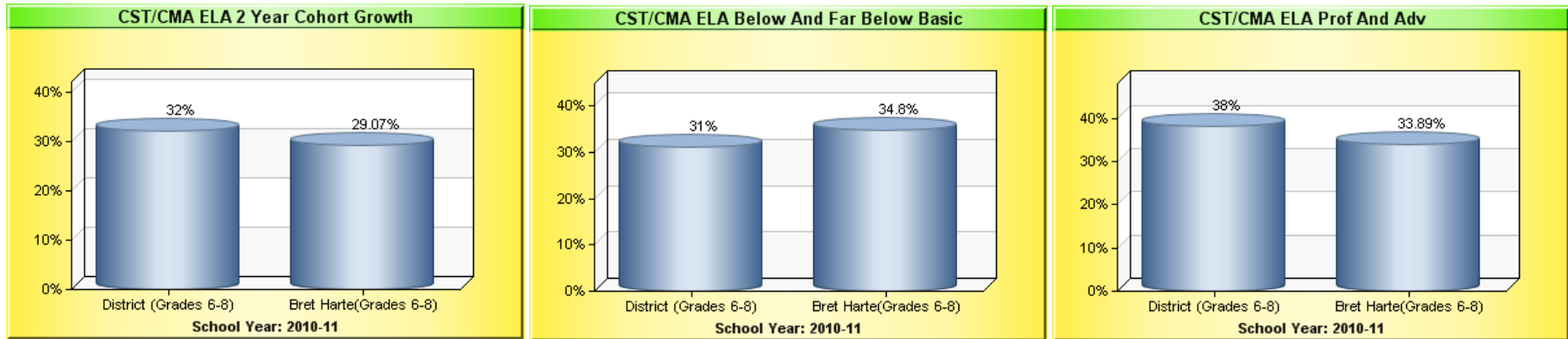
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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



Data Analysis

- Cohort matched data shows a greater slide in ELA performance amount African-American students, EL students, and students with disabilities..
- Overall ELA CST performance has been relatively flat, with African American, Latino, EL, and students with disabilities performing with less proficiency than other statistically significant groups.

Theory Action

- If we provide targeted, flexible intervention to students based on specific assessments of their needs then we will see an improvement in their CST and benchmark performance.
- If we provide intensive intervention replacing the core English class for the students farthest behind grade level they will show more than one year of reading growth in one year.
- If we integrate online curricula across the curriculum with differentiated texts for students at different reading levels, we will improve student access to the core curriculum and improve reading capacity of students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide targeted intervention below grade level in ELA.	CST, district benchmarks, and internal progress monitoring assessments.	FBB, BB	By May 2013	Principal	4/17/2012	206SQI1A167	Teacher to provide intensive intervention instruction in reading using computer assisted curriculum and differentiated instruction to meet the needs of struggling readers.	3010-Title I		K12TCH0795	0.5	\$45,051.35
Provide targeted intervention below grade level in ELA.	CST, district benchmarks, and internal progress monitoring assessments.	FBB, BB	By May 2013	Principal	4/17/2012	206SQI1A563	Counselor to develop flexible, targeted intervention schedule and coordinate movement of students in and out of intervention sections over the course of the depending on their needs resulting in improved overall academic performance.	3010-Title I		COUNSL2166	0.2	\$20,656.36
Provide targeted	CST, district benchmarks, and internal		By May				Supplemental supplies	7090-EIA -	4310-			

intervention below grade level in ELA.	progress monitoring assessments.	FBB, BB	2013	Principal	4/17/2012	206SQ11A577	to support ELA intervention.	SCE	SUPPLIES		0	\$5,649.34
Provide resources to tailor ELA intervention to EL students.	CELDT, CST	English Learners	By May 2013	Principal	4/17/2012	206SQ11A634	Provide supplemental materials to support ELA intervention specifically with EL students.	7091-EIA - LEP	4310-SUPPLIES		0	\$352.17

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Bret Harte Middle School

Principal: THOMAS HUGHES III

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:

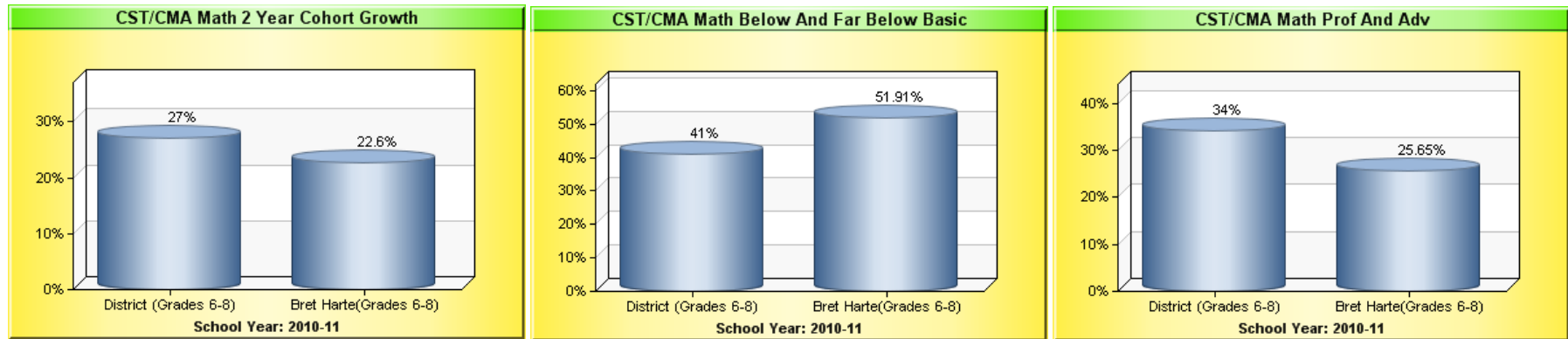
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

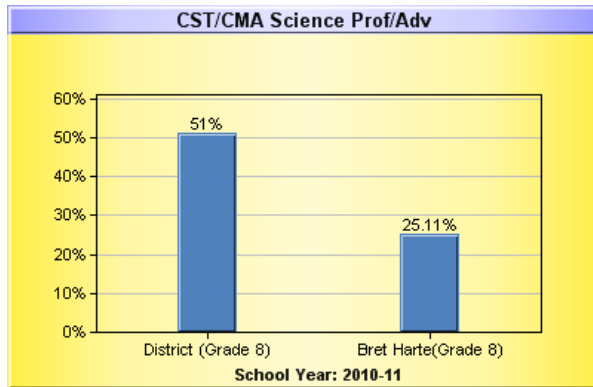
District-level Goals

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

- Overall far more students in a cohort matched analysis are falling further behind in math performance during their time at Bret Harte.
- Overall math performance on the CST was relatively flat over the previous year, with African-American, Latino, EL, and students with disabilities performing more poorly.
- Although student performance on the Science CST showed significant gains over the previous year, student performance was still significantly lower than the district as a whole.

Theory Action

- If teachers and leaders continually review data on student achievement and use that information to inform instruction then students will master learning concepts.
- If master schedule allows students to be placed in targeted intervention classes specifically designed to meet their needs then student mastery of key standards will improve.
- If teachers continually receive feedback on their instruction based on collection of evidence of students exhibiting vital behaviors, their capacity to help students reach mastery will be improved.
- If PLC process is facilitated to encourage teachers to constantly collect data on student achievement in their PLCs and reflect on that data to inform instruction, especially targeting subgroups such as EL students, teacher ability to help students r
- If intervention curriculum and support for implementation of that curriculum is provided, it will both improve teacher capacity to intervene with students in their core class as well as allow students to benefit from Tier 2 intervention classes.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Leadership	CST, district benchmarks, and internal progress monitoring assessments.	All Students	By May 2013	Principal	4/17/2012	206SQI1B553	Teacher on special assignment coordinates math plans with principal based on analysis of data on student achievement, site administrator PD and collaboration, and work with math teachers in PLCs.	7090-EIA - SCE		T10TSA0253	0.2	\$16,995.32
	CST, district benchmarks,						Counselor to develop flexible, targeted intervention schedule and coordinate movement of					

Instructional Leadership	and internal progress monitoring assessments.	All Students	By May 2013	Principal	4/17/2012	206SQI1B564	students in and out of intervention sections over the course of the depending on their needs to improve overall academic performance.	3010-Title I		COUNSL2166	0.2	\$20,656.36
Communities of Practice	CST, district benchmarks, and internal progress monitoring assessments.	All Students	By May 2013	Principal	4/17/2012	206SQI1B554	Teacher on special assignment continually visits math classrooms and uses vital behaviors card to gather evidence of student thinking and learning and uses that evidence to provide feedback to students and teachers.	7090-EIA - SCE		T10TSA0253	0.2	\$16,995.32
Instruction	CST, district benchmarks, and internal progress monitoring assessments.	FBB, BB and BAS	By May 2013	Principal	4/17/2012	206SQI1B559	Teacher on special assignment to coordinate PLC development of formative assessments and the regular review of the results from those assessments as well as other data on student learning.	3010-Title I		T10TSA0253	0.2	\$16,995.32
Instruction	CST, district benchmarks, and internal progress monitoring assessments.	FBB, BB and BAS	By May 2013	Principal	4/17/2012	206SQI1B1962	Accelerated math program starting in sixth grade to provide access to Geometry in the eighth grade for students entering sixth grade advanced and proficient.	Non-SSC approved			0	\$0.00
Curriculum	CST, district benchmarks, and internal progress monitoring assessments.	FBB, BB and BAS	By May 2013	Principal	4/17/2012	206SQI1B556	Teacher on special assignment to coordinate implementation of American's Choice intervention curriculum to meet the needs of students struggling with mathematics learning.	7090-EIA - SCE		T10TSA0253	0.2	\$16,995.32
Professional development centered on the use of data to drive growth in EL student achievement.	CELD, CST	English Learners	By May 2013	Principal	4/17/2012	206SQI1B635	Teacher on special assignment to coordinate PLC meetings of math teachers focused on EL students using a cycle of analysis of evidence of student learning, reflection, and planning to address misconceptions.	7091-EIA - LEP		T10TSA0253	0.2	\$16,995.32

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Bret Harte Middle School

Principal: THOMAS HUGHES III

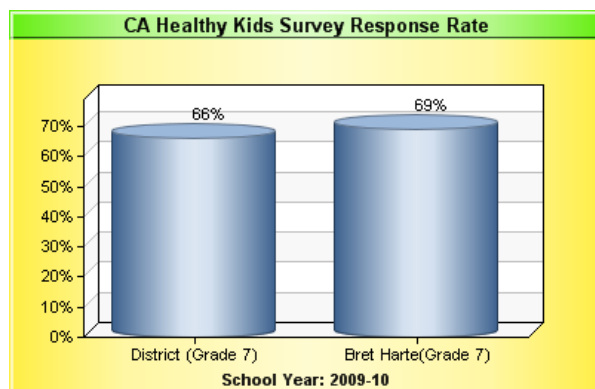
School Quality Standards relevant to this Strategic Priority

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.



School Data

- CST data shows a major drop in student performance from fifth to sixth grade.
- Student focus group shows a lack of connection and engagement with school.

Data Analysis

- Structures currently in place for sixth graders are not adequate to support a smooth transition from fifth to sixth grade.
- School programs do not currently provide adequate opportunities for students to take leadership or ownership over the school.
- Many students have not identified a caring adult to turn to for support in their time at Bret Harte.

- Potential connections to feeder elementary schools and receiving high schools are not being exploited.

Theory Action

- Provide staff specifically for building community and academic connections between feeder elementary schools and Bret Harte.
- Provide staff to coordinate high school transition and community for eighth graders including counseling, visits, and case management.
- Strengthening of leadership program, creation of journalism program, and expansion of conflict mediation program to build student leadership and voice in the school.
- Use PBIS and restorative justice resources to build systems to intentionally build community and communicate developmentally appropriate expectations to students.
- Increase coring of English/History classes across the school allowing deeper adult/student relationships.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide articulation between Bret Harte and feeder elementary schools as well as high schools that receive our students.	CHKS	All Students	Ongoing	Principal	4/17/2012	206SQI1C560	Counselor to aid transition for incoming sixth graders who are below grade level through visits to feeder elementary schools, review of data on elementary school performance, coordination with principal to ensure appropriate intervention, tracking of sixth grade performance in intervention programs to boost academic achievement.	3010-Title I		COUNSL2166	0.2	\$20,656.36
Provide articulation between Bret Harte and feeder elementary schools as well as high schools that receive our students.	CHKS	All Students	Ongoing	Principal	4/17/2012	206SQI1C561	Counselor to identify outgoing eighth graders who are below grade level and work with families and high schools to ensure extra supports and interventions are in place to support transition to high school and improved academic achievement during second half of the eighth grade year.	3010-Title I		COUNSL2166	0.2	\$20,656.36
Provide articulation between Bret Harte and feeder elementary schools as well as high schools that receive our students.	CHKS	All Students	Ongoing	Principal	4/17/2012	206SQI1C1963	Summer bridge program for rising sixth graders.	Centralized Services			0	\$0.00
Create a more developmentally appropriate for middle school students.	CHKS	All Students	By June 2013	Tom Hughes	4/17/2012	206SQI1C1964	Coring of ELA/History classes.	Non-SSC approved			0	\$0.00
Create a more developmentally appropriate for middle school students.	CHKS	All Students	By June 2013	Tom Hughes	4/17/2012	206SQI1C1965	Leadership and journalism electives to build student voice and leadership.	Non-SSC approved			0	\$0.00
							Use of PBIS and					

Create a more developmentally appropriate for middle school students.	CHKS	All Students	By June 2013	Tom Hughes	4/17/2012	206SQ11C1966	restorative justice resources to intentionally create community and teach clear expectations.	Centralized Services			0	\$0.00
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Bret Harte Middle School

Principal: THOMAS HUGHES III

School Quality Standards relevant to this Strategic Priority

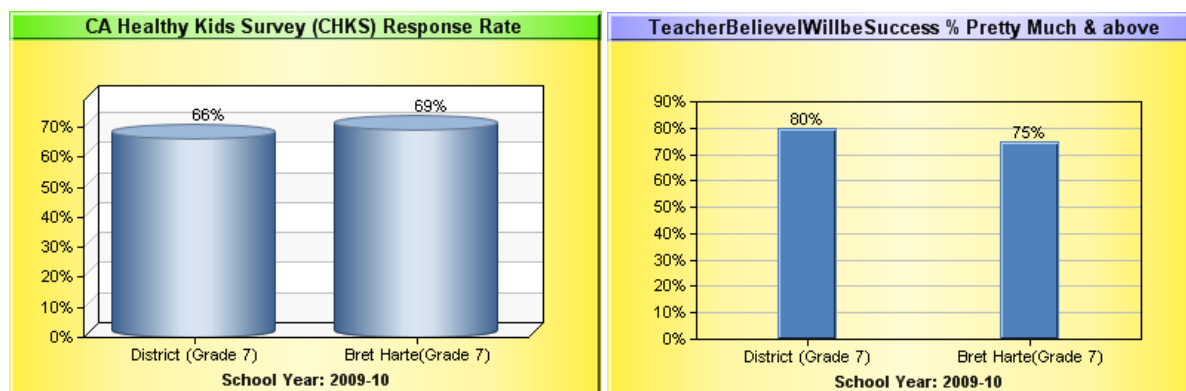
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

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

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



Data Analysis

- Students report lower than district average levels of teacher belief in their success.
- Missed opportunities for rigor and classroom expectations that support college and career readiness.

Theory Action

- If we begin implementation of the Common Core standards including the related expectations of student behaviors,
- Then we will see an increase in rigor in the classroom,
- And an increase in student readiness for college and career.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide students below grade level with supplemental curriculum to raise awareness of steps needed for college and career readiness.	CHKS	FBB, BB and BAS	By June 2013	Principal	4/17/2012	206SQI1D562	Counselor to provide career education curriculum designed to articulate to students and parents the steps necessary between middle school and high school to qualify for a variety of careers and to connect academic achievement with career opportunity.	3010-Title I		COUNSL2166	0.2	\$20,656.36
Implementation of Common Core standards.	CST, district benchmarks, and internal progress monitoring assessments.	All Students	By June 2013	Tom Hughes	4/17/2012	206SQI1D1967	Participation in "fast track" cohort implementation of new math scope and sequence aligned to CCSS.	Centralized Services			0	\$0.00
Implementation of Common Core standards.	CST, district benchmarks, and internal progress monitoring assessments.	All Students	By June 2013	Tom Hughes	4/17/2012	206SQI1D1968	Classroom observations and related coaching based on "vital behaviors" related to performance standards for CCSS.	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: Bret Harte Middle School

Principal: THOMAS HUGHES III

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

- 44% of African-American male students are FBB or BB in ELA, and 63% are FBB or BB in mathematics.
- Only 7% of EL students are Proficient or Advanced in ELA, with just 11% in mathematics.

Data Analysis

- African-American males show the lowest level of proficiency in ELA and Mathematics compared to any other statistically significant ethnic/gender subgroup on the CST.
- EL students show very limited proficiency on the ELA CST and performance is only marginally better in mathematics.
- Students with disabilities are underperforming their peers in most areas of the CST.

Theory Action

- Specifically target African-American male students in the implementation of targeted, flexible reading intervention model for next year.
- Creation of EL support class to support language acquisition needs of students with CELDT level 2 and low 3.
- Newcomer ELD program to meet the needs of students new to the English language.
- Use of professional development time to provide for articulation between general education and special education teachers to support the success of RSP students in core classes.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use progress monitoring data in new reading intervention program to track and support progress of African-American males and EL students.	SRI, district benchmarks, reading diagnostics.	FBB, BB and BAS	By June 2013	Reading Team	5/18/2012	206SQ1E1969	Use of AIMSweb and/or SRI to track reading growth of targeted subgroups.	Centralized Services			0	\$0.00

Programs to support academic English language acquisition for EL students.	CELDT, CST	English Learners	By June 2013	Tom Hughes	5/18/2012	206SQI1E1970	EL support class for CELDT level 2 and low 3 students in core classes.	Non-SSC approved			0	\$0.00
Programs to support academic English language acquisition for EL students.	CELDT, CST	English Learners	By June 2013	Tom Hughes	5/18/2012	206SQI1E1971	Newcomer classes in ELD, math, and science.	Non-SSC approved			0	\$0.00
Professional development to provide for support of students with disabilities.	CST, district benchmarks, and internal progress monitoring assessments.	Special Education	By June 2013	Tom Hughes	5/18/2012	206SQI1E1972	Integration of special education teachers within larger PD structure of the school.	Non-SSC approved			0	\$0.00
Professional development to provide for support of students with disabilities.	CST, district benchmarks, and internal progress monitoring assessments.	Special Education	By June 2013	Tom Hughes	5/18/2012	206SQI1E1973	PD structures to promote articulation between RSP teachers and the core subject teachers working with RSP students.	Non-SSC approved			0	\$0.00
Implement differentiated instruction for GATE students.	CST	GATE	2012-2013	Principal and Teachers	5/18/2012	206SQI1E4747	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Bret Harte Middle School

Principal: THOMAS HUGHES III

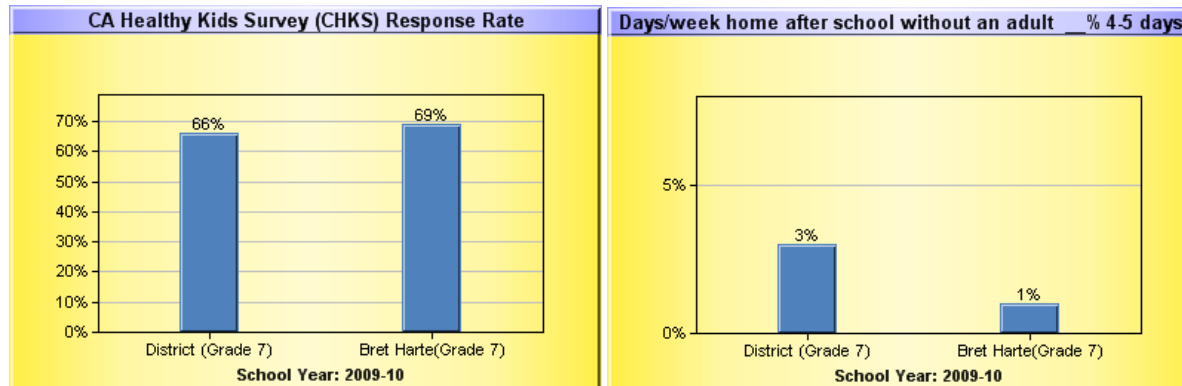
School Quality Standards relevant to this Strategic Priority

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.



School Data

- CHKS indicates that 9% of students go home to a house without a parent after school.
- 56% of students indicated that they didn't think the school had an After School Program (even though it does) and 26% that they would like to attend one.

Data Analysis

- Fewer Bret Harte students than the district average are home alone in the hours after school, however many still go home to no adult after school.
- Many students are unaware of the ASP even though they would like to participate.
- Many students in need of additional academic support could be reached through the after school program.

Theory Action

- Increased integration of the ASP will increase student awareness of and participation in the program.
- Greater participation of school day teachers within the ASP will provide for more opportunities to meet the academic needs of students after school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Integration of ASP into the larger school program.	CST, CHKS	All Students	By June 2013	Tom Hughes	3/27/2012	206SQI1F1974	Provide for extended contracts within the ASP to allow teachers to provide targeted academic intervention after school.	Non-SSC approved			0	\$0.00
Integration of ASP into the larger school program.	CST, CHKS	All Students	By June 2013	Tom Hughes	3/27/2012	206SQI1F1975	Integrate ASP site coordinator into school day to provide greater articulation between ASP and school.	Non-SSC approved			0	\$0.00
Integration of ASP into the larger school program.	CST, CHKS	All Students	By June 2013	Tom Hughes	3/27/2012	206SQI1F1976	Broker ASP services through COST team when appropriate.	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: Bret Harte Middle School

Principal: THOMAS HUGHES III

School Quality Standards relevant to this Strategic Priority

A quality school...

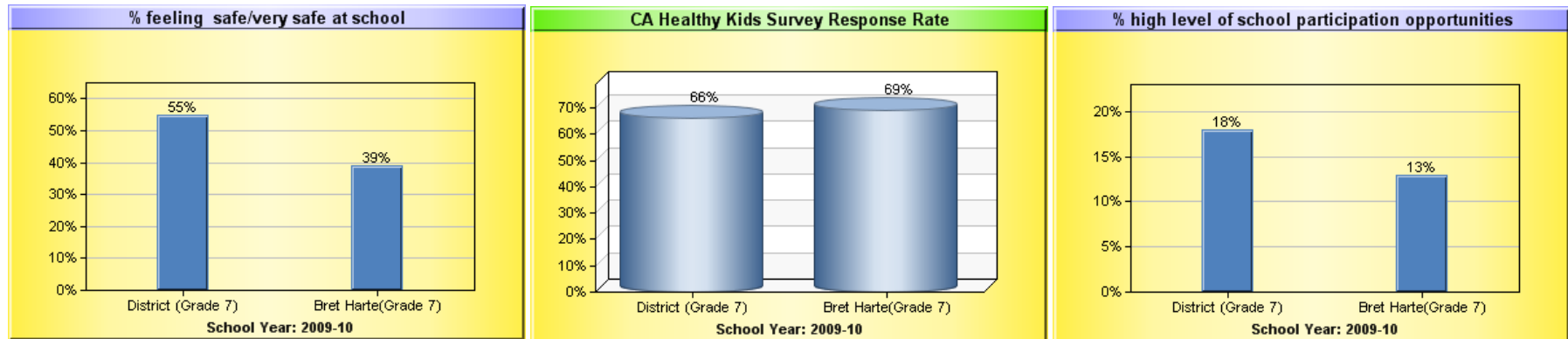
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

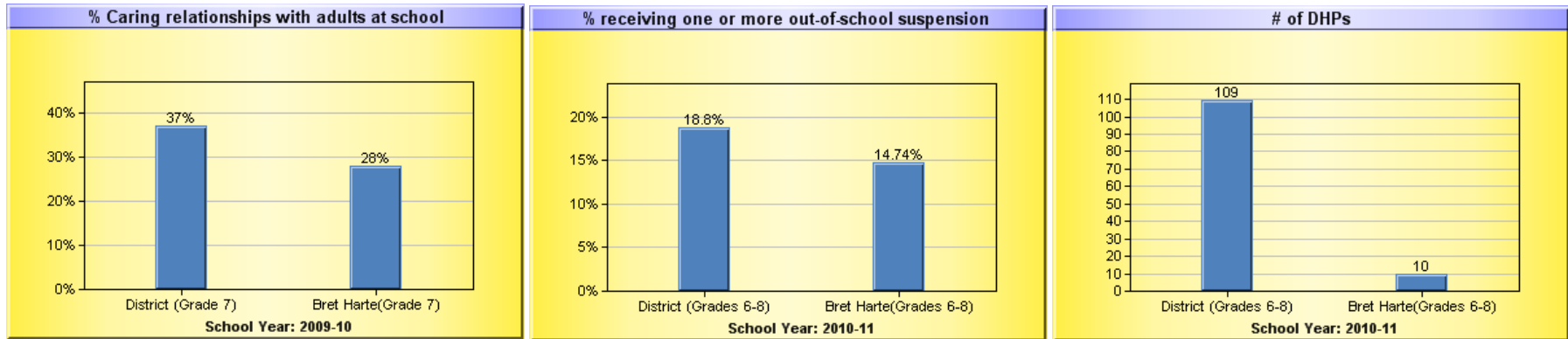
From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





Data Analysis

- More students at Bret Harte than the district average feel unsafe during the school day.
- Students report low levels of opportunities for meaningful engagement or leadership within the school.
- Low levels of caring relationships with adults are reported by students.
- Bret Harte has a low level of DHP and lower than district average level of suspension.

Theory Action

- If we intentionally build community and teach behavioral expectations student perceptions of safety will increase..
- If we build in meaningful opportunities for student engagement and voice our students will feel more connected to the school.
- If we develop more common expectations and practices students will better understand boundaries and what is expected of them and be better able to form productive relationships with adults.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Standing climate and culture committee to a more positive school culture.	CHKS	All Students	By June 2013	Climate and Culture Committee	3/27/2012	206SQI2A1977	Leveraging of PBIS/restorative justice resources to develop more developmentally appropriate expectations and consequences.	Centralized Services			0	\$0.00
Standing climate and culture committee to a more positive school culture.	CHKS	All Students	By June 2013	Climate and Culture Committee	3/27/2012	206SQI2A1978	Develop of incentive systems for positive social and academic behaviors.	Non-SSC approved			0	\$0.00
Standing climate and culture committee to a more positive school culture.	CHKS	All Students	By June 2013	Climate and Culture Committee	3/27/2012	206SQI2A1979	Coordination of teacher volunteer participation in structures to support positive school culture.	Non-SSC approved			0	\$0.00
Creation of leadership and journalism program to provide for student voice.	CHKS	All Students	By June 2013	Tom Hughes	3/27/2012	206SQI2A1980	Leadership class to promote student involvement in building school community and giving feedback on school practices.	Non-SSC approved			0	\$0.00
Creation of leadership and journalism	CHKS	All	By June	Tom	3/27/2012	206SQI2A1981	Creation of journalism program to promote student voice on school	Non-SSC			0	\$0.00

program to provide for student voice.		Students	2013	Hughes			programs and community issues.	approved				
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Bret Harte Middle School

Principal: THOMAS HUGHES III

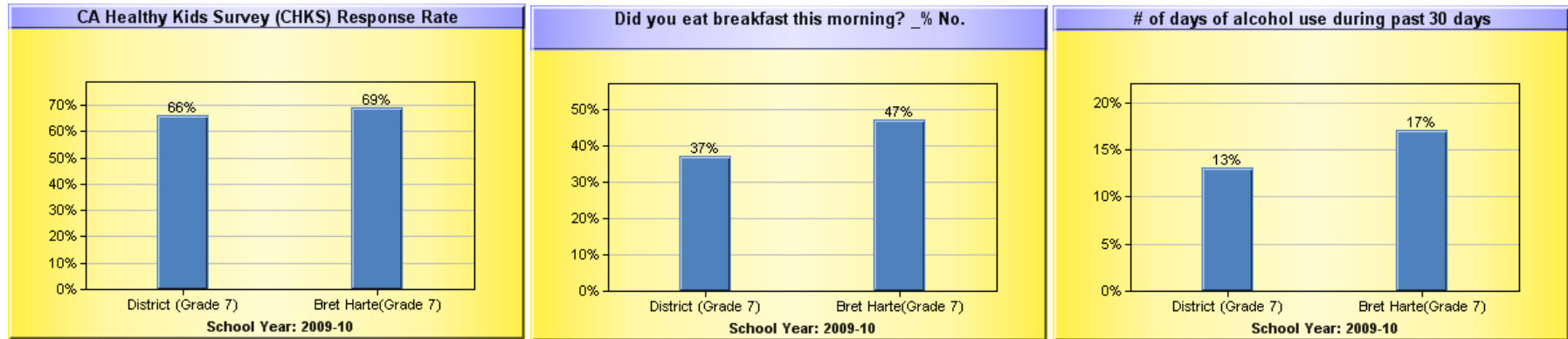
School Quality Standards relevant to this Strategic Priority

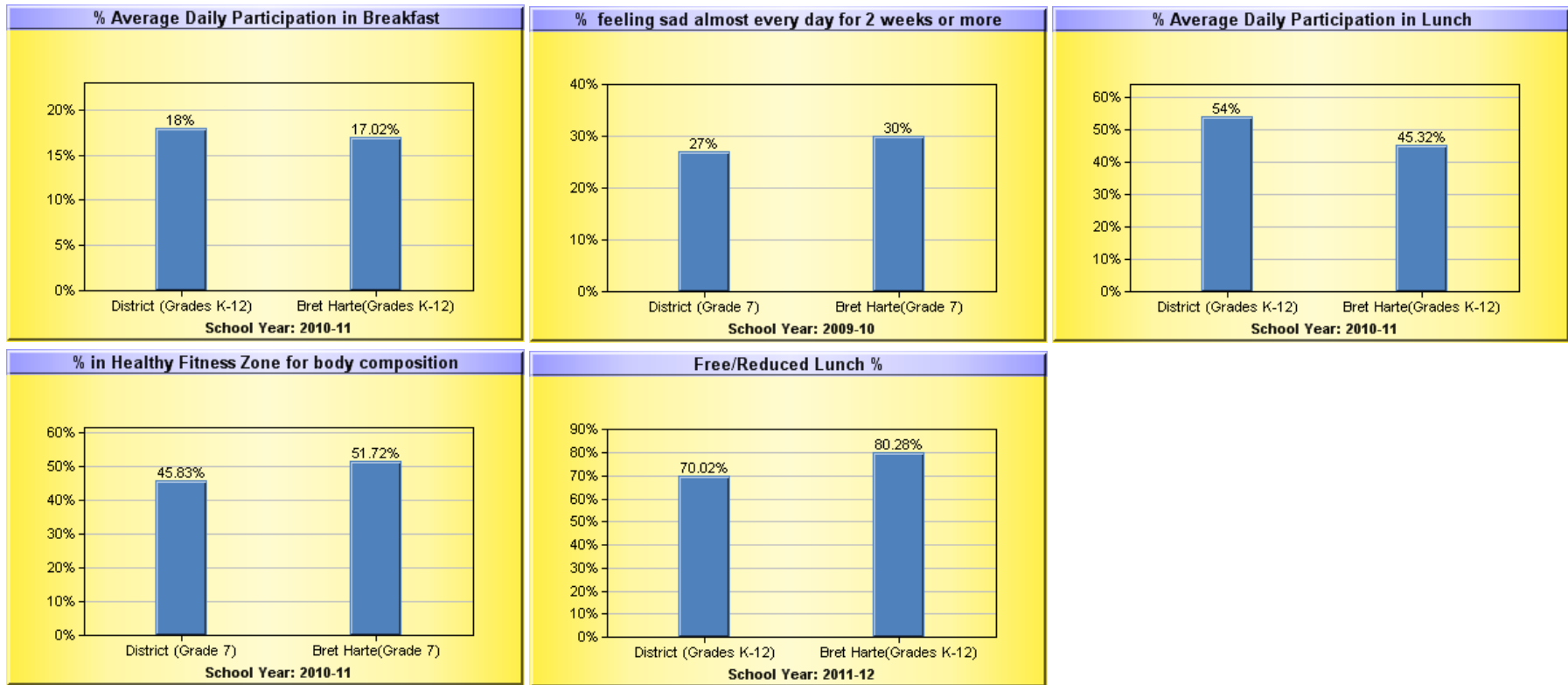
A quality school...

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

From OUSD Strategic Plan:

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





Data Analysis

- Bret Harte students report low rates of breakfast consumption compared to district averages as well as low participation in school breakfast programs.
- Bret Harte students report higher levels of alcohol abuse as well as feelings of depression.
- Bret Harte students perform better than the district average on the physical fitness test.
- Bret Harte students qualify for free and reduced lunch at a higher rate than the district average.

Theory Action

- If we provide comprehensive mental health services we will increase the ability of our students to learn during the school day.
- If we provide substance abuse intervention programs we will reduce the abuse of drugs and alcohol by our students.
- If we expand nutrition education programs to emphasize the importance of breakfast more of our students will be prepared to learn at the start of the day.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide comprehensive support services supporting the physical and emotional well being of students.	CHKS	All Students	By June 2013	Principal	4/17/2012	206SQI2B570	Case Manager to coordinate intervention and provision of support services for students failing and at risk of failing to boost	7090-EIA - SCE		CSEMGR0036	0.5	\$33,521.57

							academic achievement.					
Provide comprehensive support services supporting the physical and emotional well being of students.	CHKS	All Students	By June 2013	Principal	4/17/2012	206SQI2B3251	Provide three full time mental health therapists to provide individual and group counseling to students.	Funded by Community Partner			0	\$0.00
Provide comprehensive support services supporting the physical and emotional well being of students.	CHKS	All Students	By June 2013	Principal	4/17/2012	206SQI2B3252	Provide substance abuse counseling for targeted students.	Centralized Services			0	\$0.00
Provide comprehensive support services supporting the physical and emotional well being of students.	CHKS	All Students	By June 2013	Principal	4/17/2012	206SQI2B3253	Provide substance abuse peer mentoring and education program.	Centralized Services			0	\$0.00
Provide comprehensive support services supporting the physical and emotional well being of students.	CHKS	All Students	By June 2013	Principal	4/17/2012	206SQI2B3258	Participate in "Harvest of the Month" program and associated PD to teach nutrition and healthy eating habits.	Funded by Community Partner			0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Bret Harte Middle School

Principal: THOMAS HUGHES III

School Quality Standards relevant to this Strategic Priority

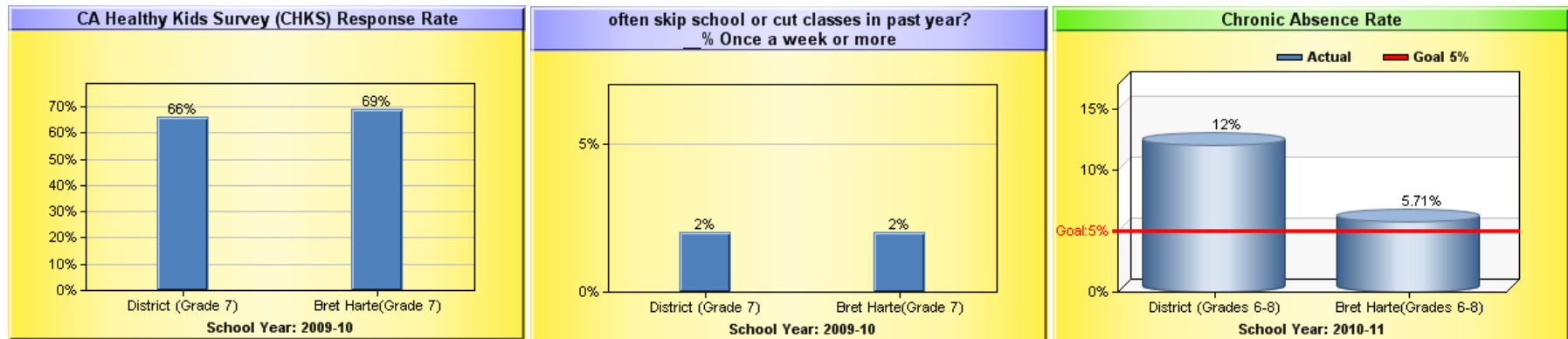
A quality school...

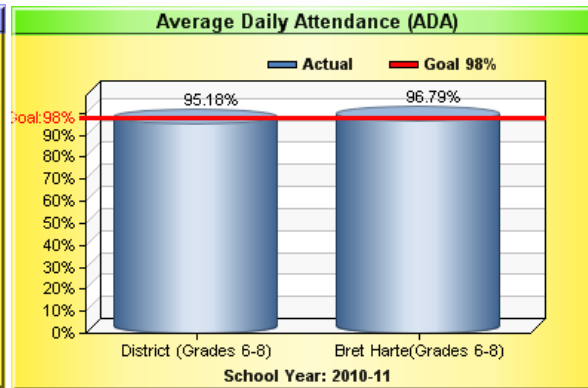
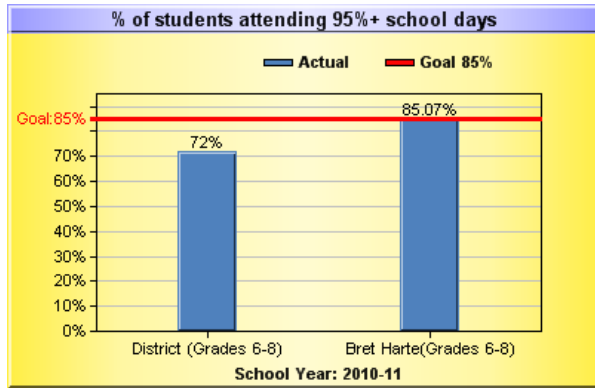
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

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

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





Data Analysis

- Bret Harte's attendance is almost meeting or exceeding targets. However, two large subgroups have higher rates of chronic absence. African American students (8%) and students with disabilities (11%) compared with 6% overall.

Theory Action

- If we monitor attendance for all subgroups, and especially the two of greatest concern.
- And provide attendance data on chronically absent students to the COST team to broker appropriate interventions to interrupt chronic absence with students, including the SART process.
- Then we will be able to meet attendance targets for all subgroups.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Monitor student attendance by subgroup and develop plans to interrupt chronic absence	Attendance Data	All Students	Weekly	Case Manager	4/17/2012	206SQI2C573	Case Manager to coordinate interventions for chronically absent students brokered through the COST process to mitigate negative effects of truancy on academic achievement.	7090-EIA - SCE		CSEMGR0036	0.2	\$13,408.63
Monitor student attendance by subgroup and develop plans to interrupt chronic absence	Attendance Data	All Students	Weekly	Case Manager	4/17/2012	206SQI2C3291	Increase attendance clerk to full time FTE to assist in monitoring attendance data.	Non-SSC approved			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: Bret Harte Middle School

Principal: THOMAS HUGHES III

School Quality Standards relevant to this Strategic Priority

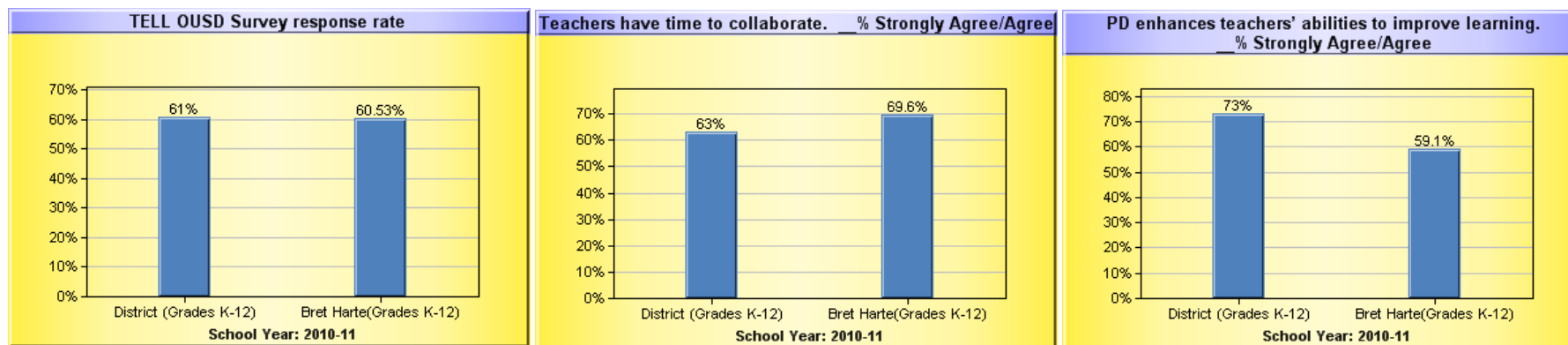
A quality school...

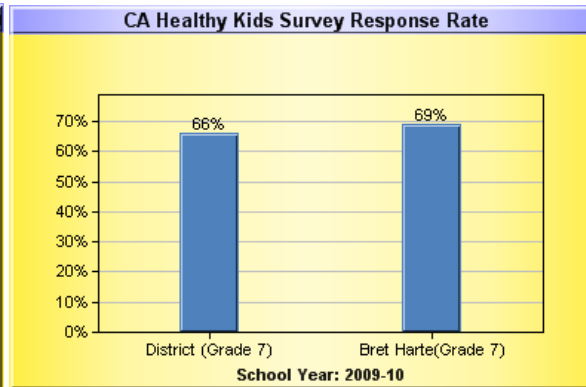
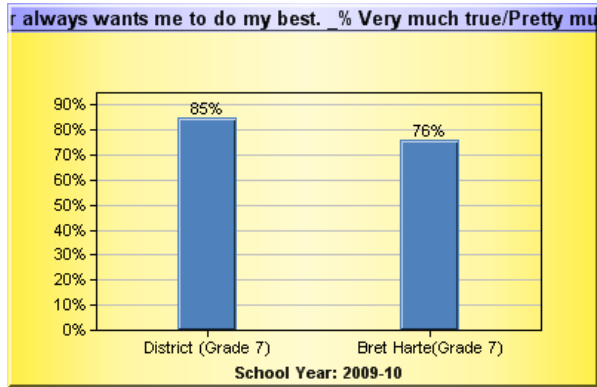
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

From OUSD Strategic Plan:

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

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





Data Analysis

- Teachers report lower than district average impact of PD time on their professional practice.
- Students report lower than average belief that teachers want them to do their best.
- In previous years, professional development has not been differentiated by department or grade level.
- Teacher belief in adequacy of professional development time is similar to district average.

Theory Action

- If we differentiate PD to meet the needs of various department and grade levels then teachers will see a greater impact on their practice.
- If PD revolves around analyzing evidence of student learning and adjusting plans accordingly, students will see that teachers are tracking their progress.
- If we continue to provide adequate PD hours for collaboration, teachers will be able to use PD to improve their practice.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Structured Weekly Professional Development	CST, Benchmarks	All Students	By June 2013	Principal	4/2/2012	206SQI3A3273	Weekly PD in the context of PLC to analyze data on student learning and make lesson plans base don that analysis.	N/A			0	\$0.00
Structured Weekly Professional Development	CST, Benchmarks	All Students	By June 2013	Principal	4/2/2012	206SQI3A3277	Expansion of PD time for collaboration to enable participation in district PD and provide for deeper collaboration.	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Bret Harte Middle School

Principal: THOMAS HUGHES III

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

- PTSA and other parent groups do not represent economic, linguistic, or ethnic diversity of school population.
- Parent meetings typically poorly attended. About 25% of families invited to parent conferences, SSC, or ELAC meetings attend.

Data Analysis

- Linguistic minorities do not have full access to parent meetings.
- Outreach is necessary to articulate goals of parent meetings and ensure relevance to entire school community.

Theory Action

- If we provide for coordination of parent activities and engagement by resurrecting the parent center we will engage more parents meaningfully with the school.
- If we begin to provide translation in Arabic we will provide access to our third largest language group after English and Spanish.
- If we provide coordination of EL family outreach we will more successfully engage these families.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide outreach targeting families of English language learners.	CHKS	English Learners	By June 2013	Principal	4/17/2012	206SQI4A571	Case manager to provide parent training targeting parents of EL students to aid them in supporting the academic achievement of their students.	7091-EIA - LEP		CSEMGR0036	0.3	\$20,112.94
Provide outreach targeting families of		English	By June				Provide for translation to provide access to school	9901-Title I -	5825-			

English language learners.	CHKS	Learners	2013	Principal	4/17/2012	206SQI4A580	events for parents speaking languages other than English.	Parent Participation	CONSULTANTS		0	\$2,001.09
Provide outreach targeting families of English language learners.	CHKS	English Learners	By June 2013	Principal	4/17/2012	206SQI4A637	Provide for translation to provide access to school events for parents speaking languages other than English.	9901-Title I - Parent Participation	2422-CLERICAL SALARIES EXTRA COMP		0	\$1,515.00
Provide for coordination of outreach to parents.	CHKS, CST	All Students	By June 2013	Principal	4/17/2012	206SQI4A578	Parent center coordinator to provide regular access to parent center resources, including parent education, brokering services for low performing students, and educating parents about school and community programs. ducation events	7090-EIA - SCE	5825-CONSULTANTS		0	\$9,600.00
Provide for coordination of outreach to parents.	CHKS, CST	All Students	By June 2013	Principal	4/17/2012	206SQI4A581	Refreshments for parent meetings related to school instructional programs.	3010-Title I	4311-MEETING REFRESHMENTS		0	\$2,092.66

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Bret Harte Middle School

Principal: THOMAS HUGHES III

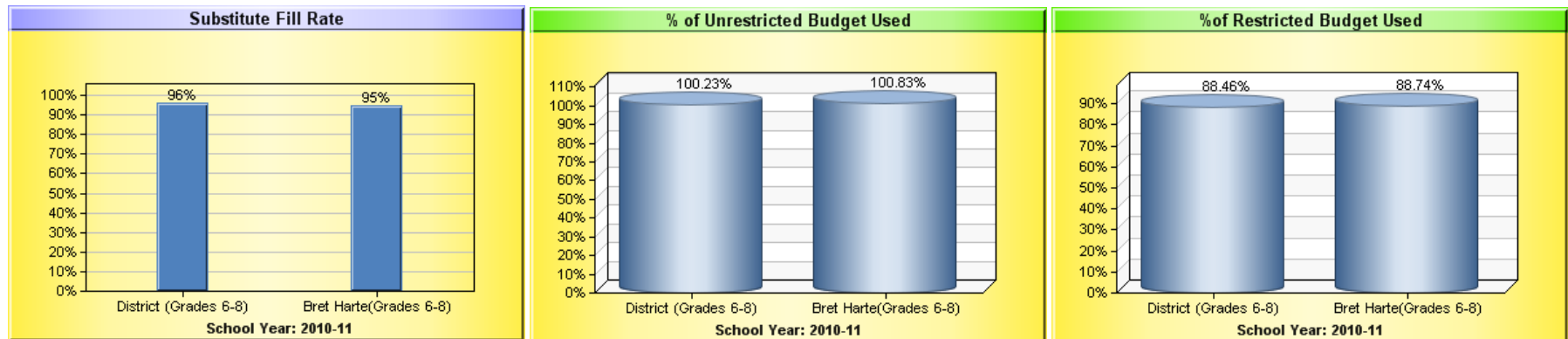
School Quality Standards relevant to this Strategic Priority

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.



Data Analysis

- Bret Harte's substitute fill rate is only slightly below district average.
- Bret Harte's use of unrestricted resources is slightly higher than district average.
- Bret Harte's use of restricted resources is very similar to district averages.

Theory Action

- If we continue to cultivate relationships with effective substitute teachers we will be able to avoid unfilled absences.
- If the SSC is provided with monthly reports on the use of restricted funds we will be able to exceed the district averages and expend almost all unrestricted funds.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Substitute Recruitment	Substitute Fill Rate	All Students	By June 2013	Administrative Assistant	4/2/2012	206SQI5A3286	Maintain roster of effective substitutes and cultivate relationships to maintain jobs filled.	N/A			0	\$0.00
Fiscal Management	Resource Usage	All Students	By June 2013	Principal	4/2/2012	206SQI5A3287	Provide SSC with monthly updates on categorical funds to ensure that all available resources are being used.	N/A			0	\$0.00
Fiscal Management	Resource Usage	All Students	By June 2013	Principal	4/2/2012	206SQI5A3289	Regular monitoring of unrestricted resources to ensure full use of funds and strategic action with excess or unencumbered funds.	N/A			0	\$0.00

Type into the gray boxes, then print and sign.

ASSURANCES 2012-2013

School Site: Bret Harte Middle School
Site Number: 206

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 5/2/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/25/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature

Charlene Johnson
SSC Chairperson's Name (printed)

Date

5-7-12



ELAC Chairperson's Signature

Miguel Sanchez
ELAC Chairperson's Name (printed)

Date

5/2/12



Principal Signature

Tom Hughes
Principal's Name (printed)

Date

5/4/12



Executive Officer's Signature

Janette Hernandez
Executive Officer's Name (printed)

Date

5/4/12



Director, State & Federal Compliance Signature

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

Date

05/15/2012
6/8/12

School Site Council Membership Roster – Middle School

School Name: BRET HARTE MIDDLE SCHOOL

School Year: 2011-2012

Chairperson : CHARLENE JOHNSON	Vice Chairperson: APRIL HARRIS
Secretary: TOM HUGHES	<u>DAC Representative: CHARLENE JOHNSON</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Tom Hughes	3700 Coolidge Ave, Oakland	X				
Charlene Johnson	[REDACTED]				X	
Carolyn Traylor	3700 Coolidge Ave.		X			
April Harris	3700 Coolidge Ave.		X			
Andy Broadbent	[REDACTED]				X	
Lisa Bird	[REDACTED]				X	
Alonzo Hardin	3700 Coolidge Ave			X		
Nicole Hankton	[REDACTED]				X	
Scott Wikstrom	[REDACTED]				X	
Lila Morris	3700 Coolidge		X			
DAC Representative						
Charlene Johnson	6814 Hawley St. Apt. 204, 94621					
Home Ph. (510) 823-5253	Email: charlene.johnson@ousd					

Meeting Schedule	10/19/11, 11/9/11, 1/11/12, 2/8/12, 3/14/12, 4/18/12, 5/9/12, 6/6/12
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SSC Legal Requirements:

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

- 1-Principal
- 4-Classroom Teachers
- 1-Other Staff

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

BRET HARTE MIDDLE SCHOOL PARENTAL INVOLVEMENT POLICY

Part 1. General Expectations

Bret Harte Middle School will:

- Develop jointly with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- Notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand (See attachments.)
- Make the School Parental Involvement Policy available to the local community.
- Update the School Parental Involvement Policy to meet the changing needs of parents and the school
- Adopt the school's School-Parent Compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Definition: Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.

- Parents play an integral role in assisting their child's learning.
- Parents are encouraged to be actively involved in their child's education at school.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- Parents are included on committees that make decisions about how funds are allocated.

Part 2. Description of How Bret Harte Middle School will implement required School Parental Involvement Policy Components

- 1) Bret Harte Middle School will take the following actions to involve parents in the joint development and agreement of its School Parent Involvement Policy.
 - Disseminate school's current Parental Involvement Policy and School-Parent Compact for review and/or changes to all parent groups.
 - Hold Annual Title 1 meeting to inform parents of what Title 1 means, educate parents on No Child Left Behind (NCLB) requirements, and review and receive input on the current Parental Involvement Policy and School-Parent Compact.
 - Provide all parent groups with state assessment results.

- 2) Bret Harte Middle School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Provide documents that are written in language that parents can understand.
 - Provide documents that are translated in languages spoken by the majority of parents.
 - Make documents available in Bret Harte Parent Center and to all parent groups.
 - Send Parent Involvement Policy and School –Parent Compact home to parents of participating Title 1 students.

- 3) Bret Harte Middle School will update periodically its School Parental Involvement Policy and School –Parent Compact to meet the changing needs of parents and the school.

- 4) Bret Harte Middle School will convene an Annual Title 1 Meeting to inform parents of the following:
 - That Bret Harte Participates in Title 1.
 - About the requirements of Title 1.
 - Of their rights to be involved in monitoring the school’s Title 1 Program
 - Of their rights to participate in the development of the District’s Title 1 Plan.
 - Of their rights to participate in developing Bret Harte’s Single Plan for Student Achievement (SPSA)

- 5) Bret Harte Middle School will provide information about Title 1 programs to parents of participating children in a timely manner by:
 - Informing parents of Title 1 programs at an Annual Title 1 Meeting, in school flyers, in Bret Harte’s “From the Harte” newsletter, and in other parent meetings.
 - Encouraging parent input at the Annual Title 1 Meeting in reference to how funds are used.
 - Notifying parents of changes in Title 1 allocations.

- 6) Bret Harte Middle School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet as outlined below:
 - At all parent group meetings, parents will be informed of the academic programs in each subject area.
 - At Back to School Night, individual teachers will share their goals and objectives in teaching the state standards, as well as, the implementation of management plans.
 - In the Parent Center, meetings will be held to help parents understand state assessments.

Part 3. Shared Responsibilities for High Student Academic Achievement

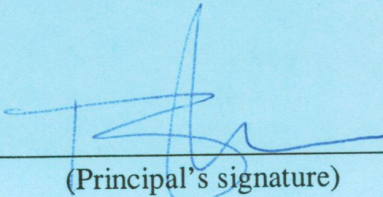
- 1) Bret Harte Middle School will seek to continue strong parental involvement, in order to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described be

- Provide a Parent Center where parents can learn of various parent involvement activities that can help raise student achievement.
 - Invite parents to volunteer at Bret Harte at various times during the school day, at special day and evening events, and in classrooms.
 - Provide Student Planners for all students and encourage parents to use the planners as one method of communicating with the school.
 - Inform parents of all opportunities available to them through the school, the Community Collaborative, and when possible, the district.
 - Encourage parents to become involved with committees to promote school safety and campus beautification.
- 2) Bret Harte will incorporate the **School-Parent Compact** as a component of its School Parental Involvement Policy (See **School-Parent Compact**.)
The School-Parent Compact will be published in languages understood by the majority of the school's parents and will be displayed in the Parent Center.
- 3) Bret Harte will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the following actions:
- The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
 - The requirements of Title 1
 - How to monitor their child's progress
 - How to participate in a class "Bret Harte 101" through the Parent Center
 - How to attend conferences related to parent involvement in the school and parent education

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by parent advisory meetings and workshops.

This policy was adopted by Bret Harte's School Site Council on 11/9/11 and will be in effect for the period of 2011-2012. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 11/15/11. It will be made available to the local community in the Bret Harte Parent Center on or before 11/15/11. Bret Harte 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



 (Principal's signature)

11/9/11

 (Date)

Bret Harte School – Parent Compact

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

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

School Responsibilities - Bret Harte Middle School will:

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

All students will be offered the core academic curriculum and appropriate intervention classes.

Classes will be reduced in class size according to the provisions of the Quality Education Investment Act.

All teachers will participate in professional development activities and the Professional Learning Community process.

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

All parents will be invited to Back-to-School Night in the fall when the compact will be explained.

Conferences will be held by the administration or the counselor with families of students who are not making expected progress for promotion.

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

Parents will receive 6 report cards each year (every six weeks). Report cards will be mailed to families of students who are not making adequate progress.

The District will mail home test results for each student in the late summer.

4) Provide parents reasonable access to staff.

Parents may call the school at 531-6400 to schedule a conference with any staff member during his or her conference period.

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

Parents wishing to volunteer or observe class activities should contact the principal at 879-2030 who will make the necessary arrangements.

Parent Responsibilities –

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

Monitoring attendance, making sure the child arrives to school on time, and avoiding asking for the students to be dismissed from school early.

Make sure homework is completed.

Monitoring amount of television viewing time.

Promoting positive use of child's out of school time including making sure my child reads 30 minutes each day.

Supporting the school dress and discipline codes.

Attending school events.

Student Responsibilities –

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

Do my homework every day.

Ask for help when I need it.

Read for at least 30 minutes every day outside of school.

Follow the school dress and discipline codes.

Respect my school, classmates, staff, community members, and family at all times.

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
1. Instructional Program	<p>1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.</p> <p>* As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".</p>	<p>Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in Reading/Language Arts/ELD. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and English learners. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with reading difficulties, students with disabilities, and advanced learners. Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education plan (IEP), to enable them to participate successfully in a basic core classroom. 	<table border="1"> <tr> <td>Objective</td> <td>Fully</td> <td>Substantially</td> <td>Partially</td> <td>Minimally</td> </tr> <tr> <td>1.1</td> <td style="border: 2px solid black;">4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table> <p style="text-align: center;">Key Components</p> <p>Appropriate Instructional Program Materials All students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: <u>640</u> All Students <u>122</u> English Learners <u>67</u> Students with disabilities</p> <p>Appropriate Use Identify all that apply: <input checked="" type="checkbox"/> Core materials are used daily as designed. <input checked="" type="checkbox"/> Ancillary materials are used daily as designed.</p>	Objective	Fully	Substantially	Partially	Minimally	1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Objective	Fully	Substantially	Partially	Minimally									
1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
Documentation			Additional Comments										
Reading/Language Arts/ELD													
District Purchase Date:													
School Distribution Date:													
Classroom Distribution Date:													
Attach publisher purchase order (PO) documentation for sets of classroom core materials.													

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
1. Instructional Program	<p>1.3 The school/district provides the current* SBE-adopted Reading/Language Arts intensive intervention programs and materials in grades 6-8. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.</p> <p>*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades 6-8, including English learners and students with disabilities, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> • Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. • Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list. 	<p>Objective</p> <p>1.3</p> <p>Fully <input checked="" type="radio"/> Substantially <input type="radio"/> Partially <input type="radio"/> Minimally <input type="radio"/></p> <p>4 100% 3 At least 75% 2 At least 50% 1 Less than 50%</p> <p>Key Components</p> <p>Appropriate Instructional Program/Materials Students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed and <input checked="" type="checkbox"/> provided appropriate SBE-adopted intensive intervention program and materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 6 <u>12</u> Gr. 7 <u>21</u> Gr. 8 <u>28</u> All Intensive EL's Gr. 6 <u>10</u> Gr. 7 <u>6</u> Gr. 8 <u>14</u> All Intensive SWD's Gr. 6 <u>5</u> Gr. 7 <u>23</u> Gr. 8 <u>13</u></p> <table border="1" data-bbox="754 55 986 716"> <thead> <tr> <th>Number/% Provided SBE Intensive Intervention</th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>12%</td> <td>14%</td> <td>13%</td> </tr> <tr> <td>Intensive EL's</td> <td>4%</td> <td>3%</td> <td>7%</td> </tr> <tr> <td>Intensive SWD's</td> <td>4%</td> <td>11%</td> <td>6%</td> </tr> </tbody> </table> <p>Appropriate Use <input checked="" type="checkbox"/> Materials are used daily as designed</p>	Number/% Provided SBE Intensive Intervention	Grade 6	Grade 7	Grade 8	All Intensive learners	12%	14%	13%	Intensive EL's	4%	3%	7%	Intensive SWD's	4%	11%	6%
Number/% Provided SBE Intensive Intervention	Grade 6	Grade 7	Grade 8																
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Intensive EL's	4%	3%	7%																
Intensive SWD's	4%	11%	6%																
<p>Documentation</p> <p>Reading/Language Arts/ELD</p> <p>District Purchase Date:</p> <p>School Distribution Date:</p> <p>Classroom Distribution Date:</p> <p>Attach publisher PO documentation for sets of classroom core materials.</p>			<p>Additional Comments</p>																

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
1. Instructional Program	<p>1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.</p> <p>* As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".</p>	<p>Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with mathematics difficulties, students with disabilities, and advanced learners. Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	<table border="1"> <tr> <td>Objective</td> <td>Fully</td> <td>Substantially</td> <td>Partially</td> <td>Minimally</td> </tr> <tr> <td>1.4</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table> <p>Key Components</p> <p>Appropriate Instructional Program Materials All students are <u> </u> assessed, <u> </u> placed, and <u> </u> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: <u>640</u> All Students <u>122</u> English Learners <u>07</u> Students with disabilities</p> <p>Appropriate Use Identify all that apply: <u> </u> Core materials are used daily as designed. <u> </u> Ancillary materials are used daily as designed.</p>	Objective	Fully	Substantially	Partially	Minimally	1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Objective	Fully	Substantially	Partially	Minimally									
1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
<p>Documentation</p> <p>Mathematics</p> <p>District Purchase Date:</p> <p>School Distribution Date:</p> <p>Classroom Distribution Date:</p> <p>Attach publisher PO documentation for sets of classroom core materials.</p>			<p>Additional Comments</p>										

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
1. Instructional Program	<p>1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades 6-7. These programs are implemented as designed and documented to be in use with materials for every identified intensive student.</p> <p>For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all identified intensive intervention students in grades 6-7, including English learners and students with disabilities, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed.</p> <ul style="list-style-type: none"> For mathematics, grades 4-7, the 2008 SBE-adopted intensive intervention materials are not designed as a curriculum to replace core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	<table border="1"> <tr> <td>Objective</td> <td>Fully</td> <td>Substantially</td> <td>Partially</td> <td>Minimally</td> </tr> <tr> <td>1.5</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table> <p>Key Components</p> <p>Appropriate Instructional Program Materials Students are <input checked="" type="checkbox"/> assessed and <input checked="" type="checkbox"/> provided appropriate SBE-adopted mathematics intervention materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 6 24 Gr. 7 21 All Intensive EL's Gr. 6 19 Gr. 7 18 All Intensive SWD's Gr. 6 18 Gr. 7 18</p> <p>Appropriate Use <input checked="" type="checkbox"/> Materials are used daily as designed.</p>	Objective	Fully	Substantially	Partially	Minimally	1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Objective	Fully	Substantially	Partially	Minimally									
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Documentation			Additional Comments										
District Purchase Date:			Mathematics										
School Distribution Date:													
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Attach publisher PO documentation for sets of classroom core materials.													

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																		
1. Instructional Program	<p>1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified intensive intervention students in grade 8 needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.</p> <p>For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students in grade 8, including English learners, students with disabilities, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.</p> <ul style="list-style-type: none"> The Algebra Readiness program is a one period, stand-alone, intervention program to prepare students to enter into a grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. Some students with disabilities placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>1.6</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p>Appropriate Instructional Program Materials All students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 8 <u>17</u> All Intensive EL's Gr. 8 <u>14</u> All Intensive SWD's Gr. 8 <u>13</u></p> <p>Number Provided SBE Algebra Readiness</p> <table border="1"> <thead> <tr> <th></th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td><u>206</u></td> </tr> <tr> <td>English Learners</td> <td><u>42</u></td> </tr> <tr> <td>Students with disabilities</td> <td><u>26</u></td> </tr> </tbody> </table> <p>Appropriate Use <input checked="" type="checkbox"/> Materials are used daily as designed.</p>	Objective	Fully	Substantially	Partially	Minimally	1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%		Grade 8	Total Students	<u>206</u>	English Learners	<u>42</u>	Students with disabilities	<u>26</u>
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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"> Grades 6-8: 1.0 and up to 2.0 hours (or up to two periods) 	Full implementation means that the school's master schedule allocates for all Reading/Language Arts/ELD classrooms the appropriate daily instructional time in the current SBE-adopted Reading/Language Arts/ELD basic core materials**. This provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and protected from interruptions. <p>** Note for the 2008 SBE-adopted R/LA/ELD, this means Programs 1,2 or 3.</p>	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>2.1</td> <td style="text-align: center;">4 100%</td> <td style="text-align: center;">3 At least 75%</td> <td style="text-align: center;">2 At least 50%</td> <td style="text-align: center;">1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of instructional minutes (length of periods) offered at each grade level:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> <th></th> </tr> </thead> <tbody> <tr> <td>All students</td> <td style="text-align: center;">55</td> <td style="text-align: center;">55</td> <td style="text-align: center;">55</td> <td style="text-align: center;">55</td> </tr> <tr> <td>English learners</td> <td style="text-align: center;">55</td> <td style="text-align: center;">55</td> <td style="text-align: center;">55</td> <td style="text-align: center;">55</td> </tr> <tr> <td>Students with disabilities</td> <td style="text-align: center;">55</td> <td style="text-align: center;">55</td> <td style="text-align: center;">55</td> <td style="text-align: center;">55</td> </tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%		Number of instructional minutes at each grade level				Grade 6	Grade 7	Grade 8		All students	55	55	55	55	English learners	55	55	55	55	Students with disabilities	55	55	55	55
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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																				
2. Instructional Time	<p>2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> Grades 6-8: 30-45 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. 	<p>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified in need of strategic support are defined as students demonstrating proficiency in Reading/English-language arts standards no more than two years below grade level. Strategic learners are assessed and require additional instructional time beyond the core. <ul style="list-style-type: none"> For high priority strategic students, the support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade level course. <p>Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core English-language arts classroom.</p> <ul style="list-style-type: none"> The SBE-basic core adopted materials and the core 	<p>Objective</p> <p>2.2</p> <p>Fully 4 100%</p> <p>Substantially 3 At least 75%</p> <p>Partially 2 At least 50%</p> <p>Minimally 1 Less than 50%</p>																				
<p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of HP strategic periods) offered at each grade level:</p>			<table border="1"> <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>11</td> <td>13</td> <td>5</td> </tr> <tr> <td>All HP Strategic</td> <td>5</td> <td>9</td> <td>4</td> </tr> <tr> <td># of HP Strategic provided additional 30-45 minutes or a support period</td> <td>5</td> <td>9</td> <td>4</td> </tr> </tbody> </table>	Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	11	13	5	All HP Strategic	5	9	4	# of HP Strategic provided additional 30-45 minutes or a support period	5	9	4
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# of HP Strategic provided additional 30-45 minutes or a support period	5	9	4																				

Academic Program Survey—Middle School Level

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.

Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students	Priority Strategic Students		
	Grade 6	Grade 7	Grade 8
Additional time provided to all HP strategic students	55	55	55
Additional time provided to HP strategic ELs	55	55	55
Additional time provided to HP strategic SWDs	55	55	55

Describe assessment and placement criteria for high priority strategic students:
CSF, district benchmarks, SP1, Voyager assessments.

Describe differentiated support for students not needing an additional strategic period:
Large cooperative structures, differentiated instruction.

Additional Comments

Documentation

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	<p>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.</p> <ul style="list-style-type: none"> Grades 6-8: 30-60 minutes (or up to one period) 	<p>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.</p> <ul style="list-style-type: none"> English learners are appropriately placed into ELD using CELDT and all available English proficiency measures. Students at CELDT proficiency levels 1-3 need at least a separate ELD course focused on building English language skills. Students at CELDT proficiency levels 4 and 5 (Early Advanced and Advanced levels) may not need separate ELD courses, but should be in a Reading/Language Arts course that has specifically designated materials and/or strategies, that focus on building English language skills for mastery of content standards. Examples of designated ELD master schedule offerings include: <ul style="list-style-type: none"> A separate period of ELD ELD during SBE-adopted intensive intervention Program 5 An ELD strategic support class A grade-level English class with in-class ELD support 	<p>Objective</p> <table border="1"> <tr> <td>Fully</td> <td>Partially</td> <td>Minimally</td> </tr> <tr> <td>4 100%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table> <p>2.3</p> <p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Identify all that apply</p> <p><input type="checkbox"/> Time is given priority and protected from interruptions.</p> <p><input checked="" type="checkbox"/> ELD instruction is additional time in the schedule.</p> <p>Identify Number (#) EL students by CELDT level and # of ELD minutes (length of periods) offered at each CELDT level</p> <table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Levels 4-5</th> </tr> </thead> <tbody> <tr> <td># Students</td> <td>30</td> <td>11</td> <td>81</td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td>110</td> <td>55</td> <td>0</td> </tr> </tbody> </table>	Fully	Partially	Minimally	4 100%	2 At least 50%	1 Less than 50%	Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	# Students	30	11	81	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	110	55	0
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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																										
2. Instructional Time	<p>2.4 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.</p> <ul style="list-style-type: none"> Grades 6-8: 2.5 to 3.0 hours (or up to 3 periods) 	<p>Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including English learners and students with disabilities. The current SBE-adopted Reading/Language Arts/ELD intensive intervention reading programs materials are utilized on a daily basis to support the needs of all intensive intervention students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students in need of intensive intervention are defined as students demonstrating proficiency in reading/language arts two or more years below grade level. The master schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-Adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers (two to three periods within the master schedule). The master schedule reflects that English learners assessed and identified for intensive intervention receive the appropriate recommended minutes of instruction daily in the intervention program (2008 SBE-adopted Program 5 or materials from the previous 2002 SBE-adopted materials lists). These materials are designed to provide intensive, accelerated, and extensive ELD that complements and supports reading/language arts instruction. English learners in intensive intervention Program 5 will receive embedded ELD instruction as per program design. For English learners, Program 5 	<table border="1"> <thead> <tr> <th data-bbox="284 1129 375 1191">Objective</th> <th data-bbox="284 1191 375 1253">Fully</th> <th data-bbox="284 1253 375 1315">Substantially</th> <th data-bbox="284 1315 375 1377">Partially</th> <th data-bbox="284 1377 375 1440">Minimally</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 1440 375 1502">2.4</td> <td data-bbox="284 1440 375 1502">4 100%</td> <td data-bbox="284 1440 375 1502">3 At least 75%</td> <td data-bbox="284 1440 375 1502">2 At least 50%</td> <td data-bbox="284 1440 375 1502">1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) of blocked periods:</p> <table border="1"> <thead> <tr> <th data-bbox="375 1129 422 1440"># of Instructional minutes at each grade level</th> <th data-bbox="375 1440 422 1502">Grade 6</th> <th data-bbox="375 1502 422 1564">Grade 7</th> <th data-bbox="375 1564 422 1626">Grade 8</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 1129 470 1440">All Intensive learners</td> <td data-bbox="422 1440 470 1502">110</td> <td data-bbox="422 1502 470 1564">110</td> <td data-bbox="422 1564 470 1626">110</td> </tr> <tr> <td data-bbox="470 1129 518 1440">Intensive English learners</td> <td data-bbox="470 1440 518 1502">110</td> <td data-bbox="470 1502 518 1564">110</td> <td data-bbox="470 1564 518 1626">110</td> </tr> <tr> <td data-bbox="518 1129 566 1440">Intensive Student with disabilities</td> <td data-bbox="518 1440 566 1502">110</td> <td data-bbox="518 1502 566 1564">110</td> <td data-bbox="518 1564 566 1626">110</td> </tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	# of Instructional minutes at each grade level	Grade 6	Grade 7	Grade 8	All Intensive learners	110	110	110	Intensive English learners	110	110	110	Intensive Student with disabilities	110	110	110
Objective	Fully	Substantially	Partially	Minimally																									
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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																				
2. Instructional Time	<p>2.6 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.</p> <ul style="list-style-type: none"> Grades 6-7: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. Grade 8: 30-60 minutes (or up to one period) additional strategic support linked to a grade-level Algebra I course. 	<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"> For grades 6-7, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. For grades 6-7, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level course. Some grade 6-7 students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. For grade 8, strategic students are defined as demonstrating proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. <ul style="list-style-type: none"> For grade 8, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. Some grade 8 strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional 	<p>Objective: Fully 4 100% Substantially 3 At least 75% Partially 2 At least 50% Minimally 1 Less than 50%</p> <p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of periods) offered at each grade level:</p> <table border="1" data-bbox="798 93 1077 683"> <thead> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td>11</td> <td>13</td> <td>5</td> </tr> <tr> <td>All HP Strategic</td> <td>5</td> <td>7</td> <td>4</td> </tr> <tr> <td>All HP ELs</td> <td>10</td> <td>6</td> <td>14</td> </tr> <tr> <td>All HP SWDs</td> <td>14</td> <td>23</td> <td>13</td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period: - Structured cooperative interventions - Differentiated modeling materials</p>		Grade 6	Grade 7	Grade 8	All Strategic	11	13	5	All HP Strategic	5	7	4	All HP ELs	10	6	14	All HP SWDs	14	23	13
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Academic Program Survey—Middle School Level

strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.

- For 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.

Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students	Grade 6			Grade 7			Algebra 1		
	Additional time provided to all HP strategic students	55	55	55	55	55	55	55	55
Additional time provided to HP strategic English learners	55	55	55	55	55	55	55	55	55
Additional time provided to HP strategic Students with disabilities	55	55	55	55	55	55	55	55	55

Describe differentiated support for students not needing an additional strategic period:
Support for all 6-8 by core adopted curricula

Additional Comments

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																											
2. Instructional Time	<p>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.</p> <ul style="list-style-type: none"> Grades 6-8: 30-60 minutes (or up to one period) additional intensive support at each grade-level core course when additional intervention support is needed. Grade 8: one period of Algebra Readiness daily for identified intervention students. 	<p>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.</p> <ul style="list-style-type: none"> For Grades 6-7, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. For Grade 8, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards. <p>For districts using the 2007 SBE adoptions: The fourth through seventh grade intensive intervention materials are not designed as a curriculum to replace core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed.</p> <ul style="list-style-type: none"> For Grade 8, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. 	<p>Objective: 2.7</p> <table border="1"> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> <tr> <td>2.7</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table> <p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Time is given priority and protected from interruptions.</p> <p>Indicate total number of additional minutes:</p> <table border="1"> <thead> <tr> <th rowspan="2"># of Instructional minutes at each grade level</th> <th colspan="3">Grade 6</th> <th colspan="3">Grade 7</th> <th colspan="3">Algebra Readiness</th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Intensive learners</td> <td>55</td> <td></td> <td></td> <td>55</td> <td></td> <td></td> <td>55</td> <td></td> <td></td> </tr> <tr> <td>Intensive English learners</td> <td>55</td> <td></td> <td></td> <td>55</td> <td></td> <td></td> <td>55</td> <td></td> <td></td> </tr> <tr> <td>Intensive Student with disabilities</td> <td>55</td> <td></td> <td></td> <td>55</td> <td></td> <td></td> <td>55</td> <td></td> <td></td> </tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	# 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>For districts using the 2001 SBE adoptions:</p> <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional instructional time and support <p>For districts using the 2001 SBE adoptions:</p> <ul style="list-style-type: none"> Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional instructional time and support using the ancillary materials from the adopted program. 	
Documentation		Additional Comments	
District Instructional Regulations:	Mathematics		
School Instructional Procedures:			
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.										
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"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Reading/Language Arts/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	<table border="1"> <thead> <tr> <th data-bbox="507 1813 566 2059">Objective</th> <th data-bbox="566 1813 646 2059">Fully</th> <th data-bbox="646 1813 726 2059">Substantially</th> <th data-bbox="726 1813 805 2059">Partially</th> <th data-bbox="805 1813 885 2059">Minimally</th> </tr> </thead> <tbody> <tr> <td data-bbox="507 2059 566 2059">3.1</td> <td data-bbox="566 2059 646 2059">4 100%</td> <td data-bbox="646 2059 726 2059">3 At least 75%</td> <td data-bbox="726 2059 805 2059">2 At least 50%</td> <td data-bbox="805 2059 885 2059">1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> <input checked="" type="checkbox"/> Distributed to all teachers at each grade level <input checked="" type="checkbox"/> Used daily at every grade level</p> <p><u>Pacing Guide Use Monitored</u> <input checked="" type="checkbox"/> Principal monitors daily use</p>	Objective	Fully	Substantially	Partially	Minimally	3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Objective	Fully	Substantially	Partially	Minimally									
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Documentation			Additional Comments										
School/District Pacing Plan by Grade Level or Program Level	Reading/Language Arts/ELD	Attach appropriate documents.											

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

4. School Administrator Instructional Leadership Training	<p>or intensive reading intervention program and mathematics program materials.</p> <p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40 hours) and 40 hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20 hours) and 20 hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20 hours) and 20 hours of structured practicum. Administrators will also have to complete an online survey as well as these 160 hours of combined training and practicum.</p>	<ul style="list-style-type: none"> The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs. 	Objective	Fully 100%	Substantially	Partially	Minimally
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center">Key Components</p> <p>Training and Practicum Completed</p> <p>Principal</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Training in Reading/Language Arts/ELD <input checked="" type="checkbox"/> Training in Mathematics <input checked="" type="checkbox"/> Structured Practicum* <p>Vice Principal</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Training in Reading/Language Arts/ELD <input checked="" type="checkbox"/> Training in Mathematics <input checked="" type="checkbox"/> Structured Practicum* <p>* Refer to suggested practicum activities in EPC 3.2.</p>							

Documentation			Additional Comments
E/LA/ELD & Mathematics			
District Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>* Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include <ul style="list-style-type: none"> - Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide, - The effective implementation of targeted research-based instructional strategies to meet the needs of all students including English learners and students with disabilities. • Data team protocol training to lead subject area/course level teachers in the analysis and use of data including formative, curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback • Participation in Modules 2 and 3 of the Administrator Training Program • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. 	<table border="1"> <thead> <tr> <th data-bbox="231 569 295 704">Objective</th> <th data-bbox="231 486 295 569">Fully 4 100%</th> <th data-bbox="231 404 295 486">Substantially 3 At least 75%</th> <th data-bbox="231 321 295 404">Partially 2 At least 50%</th> <th data-bbox="231 41 295 321">Minimally 1 Less than 50%</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 569 375 704">4.2</td> <td></td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">Key Components</p> <p><u>Principal's Professional Development</u> Completed</p> <p>Identify type of professional development/support* and hours (refer to suggested targeted professional development and support list):</p> <p>- Common Core math and ELA PD (~40 hrs) - Coaching, curriculum (an PD) (~20 hrs)</p>	Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%	4.2		3	2	
Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%									
4.2		3	2										

Academic Program Survey—Middle School Level

	<ul style="list-style-type: none"> • Training on Response to Instruction and Intervention (RtI2) including support on providing tiered intervention • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 												
Additional Comments													
Documentation													
	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%;"></td> <td style="width:35%; padding: 5px;">Reading/Language Arts/ELD</td> <td style="width:35%; padding: 5px;">Mathematics</td> </tr> <tr> <td style="padding: 5px;">District Completion Records:</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Approved Provider Information:</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Date of Offerings:</td> <td></td> <td></td> </tr> </table>		Reading/Language Arts/ELD	Mathematics	District Completion Records:			Approved Provider Information:			Date of Offerings:		
	Reading/Language Arts/ELD	Mathematics											
District Completion Records:													
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Attach appropriate documents.													

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of Reading/Language Arts/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Reading/Language Arts/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the Essential Program Components.	<p>Full implementation means that all teachers of Reading/Language Arts/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted Reading/Language Arts/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> Data team protocol training to analyze and use data to inform classroom and school-wide practices. Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to 	<p>Objective: 5.2</p> <p>Fully: 4 (100%)</p> <p>Substantially: 3 (At least 75%)</p> <p>Partially: 2 (At least 50%)</p> <p>Minimally: 1 (Less than 50%)</p> <p>Key Components</p> <p>Training and Practicum Completed:</p> <p>Indicate the number of teachers at each grade level and number completing training and practicum:</p> <table border="1" data-bbox="694 51 925 663"> <thead> <tr> <th>Grade</th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>12</td> <td>10</td> <td>10</td> </tr> <tr> <td>Grade 7</td> <td>12</td> <td>9</td> <td>9</td> </tr> <tr> <td>Grade 8</td> <td>11</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>	Grade	# of Teachers	40 hour Training	Structured Practicum	Grade 6	12	10	10	Grade 7	12	9	9	Grade 8	11	10	10
Grade	# of Teachers	40 hour Training	Structured Practicum																
Grade 6	12	10	10																
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Academic Program Survey—Middle School Level

Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
5.2	4	3	2	1
Key Components				
Training and Practicum Completed:				
Indicate the number of teachers at each grade level and number completing training and practicum:				
Grade 6	12	10	10	10
Grade 7	12	6	6	6
Grade 8	11	10	10	10
* Refer to suggested practicum activities				
<p>training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<p>determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. Training on RtI² including support on providing tiered intervention Implementation and monitoring of standards-based IEP. Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 			
Additional Comments				

Documentation

Reading/Language Arts/ELD

Academic Program Survey—Middle School Level

District Completion Records:	
Approved Provider Information:	
Dates of Offerings:	
Attach appropriate documents.	

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																														
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components.	<p>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 included/formative and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Use of the SBE adopted 4-7th intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: 	<table border="1"> <thead> <tr> <th data-bbox="279 1554 343 1616">Objective</th> <th data-bbox="279 1616 343 1678">Fully</th> <th data-bbox="279 1678 343 1740">Substantially</th> <th data-bbox="279 1740 343 1802">Partially</th> <th data-bbox="279 1802 343 1864">Minimally</th> </tr> </thead> <tbody> <tr> <td data-bbox="343 1554 523 1616">5.3</td> <td data-bbox="343 1616 343 1678">4 100%</td> <td data-bbox="343 1678 343 1740">3 At least 75%</td> <td data-bbox="343 1740 343 1802">2 At least 50%</td> <td data-bbox="343 1802 343 1864">1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p>Training and Practicum Completed</p> <p>Indicate the number of teachers at each grade level and number completing training and practicum:</p> <table border="1"> <thead> <tr> <th data-bbox="523 1554 630 1616"></th> <th data-bbox="523 1616 630 1678"># of Teachers</th> <th data-bbox="523 1678 630 1740">40 hour Training</th> <th data-bbox="523 1740 630 1802">Structured Practicum</th> </tr> </thead> <tbody> <tr> <td data-bbox="630 1554 710 1616">Grade 6</td> <td data-bbox="630 1616 710 1678">3</td> <td data-bbox="630 1678 710 1740">2</td> <td data-bbox="630 1740 710 1802">2</td> </tr> <tr> <td data-bbox="710 1554 790 1616">Grade 7</td> <td data-bbox="710 1616 790 1678">1</td> <td data-bbox="710 1678 790 1740">1</td> <td data-bbox="710 1740 790 1802">1</td> </tr> <tr> <td data-bbox="790 1554 869 1616">Algebra</td> <td data-bbox="790 1616 869 1678">2</td> <td data-bbox="790 1678 869 1740">1</td> <td data-bbox="790 1740 869 1802">1</td> </tr> <tr> <td data-bbox="869 1554 949 1616">Algebra Readiness</td> <td data-bbox="869 1616 949 1678">2</td> <td data-bbox="869 1678 949 1740">1</td> <td data-bbox="869 1740 949 1802">1</td> </tr> </tbody> </table>	Objective	Fully	Substantially	Partially	Minimally	5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%		# of Teachers	40 hour Training	Structured Practicum	Grade 6	3	2	2	Grade 7	1	1	1	Algebra	2	1	1	Algebra Readiness	2	1	1
Objective	Fully	Substantially	Partially	Minimally																													
5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																													
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Grade 6	3	2	2																														
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Algebra	2	1	1																														
Algebra Readiness	2	1	1																														

* Refer to suggested practicum activities

Academic Program Survey—Middle School Level

Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
5.3				
<p>Key Components</p>				
<p>Training and Practicum Completed</p>				
<p>Indicate the number of teachers at each grade level and number completing training and practicum:</p>				
Grade 6	3		2	2
Grade 7	1		1	1
Algebra	2		1	1
Algebra Readiness	2		1	1
<p>* Refer to suggested practicum activities</p>				
<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. Training on Rt² including support on providing tiered intervention. Implementation and monitoring of standards-based IEP. Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	<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>5. Credentialed Teachers and Professional Development Opportunity</p>		
<p>Documentation</p>				
<p>Mathematics</p>				
<p>Additional Comments</p>				

Academic Program Survey—Middle School Level

District Completion Records:	
Approved Provider Information:	
Dates of Offerings:	
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
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and ongoing support to all teachers of	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	6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Academic Program Survey—Middle School Level

<p>for Teachers</p>	<p>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>	<p>with subject-matter expertise. The coaches/content experts who work primarily within the classroom assist with the full and skillful implementation of the district's current adopted Reading/Language Arts/ELD and intensive intervention instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, English learners, students with disabilities, benchmark and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	<table border="1"> <thead> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> </thead> <tbody> <tr> <td>6.1</td> <td style="text-align: center;">4 100%</td> <td style="text-align: center;">3 At least 75%</td> <td style="text-align: center;">2 At least 50%</td> <td style="text-align: center;">1 Less than 50%</td> </tr> </tbody> </table> <p>Key Components</p> <p>Coaches/Content Experts/Specialists: <input checked="" type="checkbox"/> Type of instructional assistance <input checked="" type="checkbox"/> Works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: <i>Coaching support</i> <i>workshops, management</i></p> <p>Describe criteria used for identifying and providing coaching support: <i>Level of experience, student data</i></p> <p>Monitoring Coaching System <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services</p> <p>Trained Coaches/ Content Experts/Specialists <input checked="" type="checkbox"/> Completed SBE adopted materials-based training (identify which program[s]). <input checked="" type="checkbox"/> Completed ELPD</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: <i>PT receive conceptual training</i></p>	Objective	Fully	Substantially	Partially	Minimally	6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Objective	Fully	Substantially	Partially	Minimally									
6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
<p>Documentation</p> <p>School Plan for Assistance and Support to Teachers:</p> <p>Attach appropriate documents.</p>		<p>Additional Comments</p>											

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	6.2 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"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing students who need intervention, English learners, students with disabilities, benchmark and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	
<p>Key Components</p> <p>Coaches/Content Experts/Specialists:</p> <p><input checked="" type="checkbox"/> Type of instructional assistance</p> <p><input type="checkbox"/> Works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p><i>Coaching, intervention, management support</i></p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><i>Levels of expertise, student data</i></p> <p>Monitoring Coaching System</p> <p><input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services</p> <p>Trained Coaches/ Content Experts/Specialists</p> <p><input checked="" type="checkbox"/> Completed SBE adopted materials-based Training (identify which program[s]).</p> <p><input checked="" type="checkbox"/> Completed ELPD</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>							
Additional Comments							
Documentation							
Mathematics							
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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

Component	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.	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.	Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
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.	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. <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including English learners and students with disabilities. Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. 	<p>7.1</p> <p>Ongoing Assessment and Monitoring System</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> District supported electronic data management System <input checked="" type="checkbox"/> District wide reporting and analysis of assessment results <input checked="" type="checkbox"/> School wide reporting and analysis of assessment results <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide <p>Training on Accessing and Using Electronic Data System</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system <p>Using Formative Assessment Results</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently <input checked="" type="checkbox"/> School-wide assessment calendar developed and used <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction 	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

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

Academic Program Survey—Middle School Level

			<p>Using Formative Assessments Results</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently</p> <p><input checked="" type="checkbox"/> School wide assessment calendar developed and used</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction</p>
Documentation		Additional Comments	
Example of Curriculum Embedded Assessments:	Mathematics		
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.				
<p>8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal</p>	<p>8.1 The school/district facilitates and supported 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>	<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"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities. 	Objective	Fully	Substantially	Partially	Minimally
<p>8.1</p>		<p>4 100%</p>		3 At least 75%	2 At least 50%	1 Less than 50%	<p>Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <ul style="list-style-type: none"> Number per month All teachers including strategic, intensive intervention, special education, and ELD teachers participate Meetings are structured, protocols/tools are developed and used. Training for collaboration meeting protocols provided to teachers Professional development provided for administrators and teachers on data analysis and data-informed instruction Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels <p>Collaborative Meeting Discussion Content</p> <ul style="list-style-type: none"> Using and analyzing timely student common assessment results from all students Strengthening program implementation Designing and improving lessons/ instruction Identifying research-based strategies to support specific skill needs of all students
<p>Documentation</p>		<p>Additional Comments</p>					
<p>School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans</p>	<p>Reading/Language Arts/ELD</p>						
<p>Attach appropriate documents.</p>							

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.										
<p>8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal</p>	<p>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>	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities. 	<table border="1"> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> <tr> <td>8.2</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table> <p>Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Number per month <input checked="" type="checkbox"/> All teachers including strategic, intensive intervention, special education, and ELD teachers participate <input checked="" type="checkbox"/> Meetings are structured, protocols/tools are developed and used. <input checked="" type="checkbox"/> Training for collaboration meeting protocols provided to teachers <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels <p>Collaborative Meeting Discussion Content</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Using and analyzing timely student common assessment results from all students <input checked="" type="checkbox"/> Strengthening program implementation <input checked="" type="checkbox"/> Designing and improving lessons/ instruction <input checked="" type="checkbox"/> Identifying research-based strategies to support specific skill needs of all students 	Objective	Fully	Substantially	Partially	Minimally	8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Objective	Fully	Substantially	Partially	Minimally									
8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
<p>Documentation</p> <p>Mathematics</p> <p>School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans</p> <p>Attach appropriate documents.</p> <p>California Department of Education</p> <p>5/3/12</p>			<p>Additional Comments</p>										

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"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the Single Plan for Student Achievement. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform. 	<table border="1"> <tr> <th>Objective</th> <th>Fully</th> <th>Substantially</th> <th>Partially</th> <th>Minimally</th> </tr> <tr> <td>9.1</td> <td>4 100%</td> <td>3 At least 75%</td> <td>2 At least 50%</td> <td>1 Less than 50%</td> </tr> </table> <p>Key Components</p> <p>Allocation of Funds <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEAP.</p>	Objective	Fully	Substantially	Partially	Minimally	9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Objective	Fully	Substantially	Partially	Minimally									
9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
Documentation			Additional Comments										
Plan uses all revenues appropriately	Reading/Language Arts/ELD												
Attach appropriate documents.													

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the Single Plan for Student Achievement (SPSA).	<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"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the Single Plan for Student Achievement. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform. 	Objective 9.2	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p>Allocation of Funds <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p>Coordination of Funds <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEAP.</p>				
Documentation		Additional Comments					
Plan uses all revenues appropriately	Mathematics						
Attach appropriate documents.							