

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 – Frick Middle School

Action Requested:

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



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Frick Middle School

6057020

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

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

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

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

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating 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

Frick Middle School cultivates positive learning partnerships. Living and learning in the heart of the Castlemont corridor, Frick students are driven by, and instilled with a belief in, their future success. Frick has 406 students and is located at 64th avenue and Brann Street in East Oakland. Our size and location make Frick a nexus for student services and community advocacy. Reflecting the diversity of the population we serve, Frick is 56% African-American, 37% Latino, and 7% Asian-Pacific Islander. All students qualify for the free or reduced lunch program. Frick works relentlessly to earn its reputation as one of OUSD's rising stars of student success. Since 1999, Frick's API has increased 250 points. The 2011 API of 656 represented an increase of 23 points from 2010, a combined two year increase of 74 points. Frick prides itself on academic culture, a culturally responsive environment, cleanliness, and order. Students, parents, and visiting educators take pride in Frick's transformation into one of Oakland's finest full-service community schools. Frick has received awards for sustained growth and achievement. In 2011, Frick was recognized for Outstanding Latino Student Growth in Proficient and Advanced on the CST, Outstanding ELL growth in Math, Outstanding API Growth School Wide for ELL and Latino students. Staff have been recognized for excellence, including Teacher of the Year. Work from ELA and Math was instrumental in developing district-wide literacy initiatives, pilot programs, and the RTI process. For 2012-2013, Frick is committed to developing four areas: data-driven instruction, academic and non-academic programs, increasing parent involvement, and professional development. Teachers will continue to use data to differentiate instruction on the daily level. In Balanced Literacy, the continuation of Frick's work with Spring Board's pre-AP curriculum, school-wide adoption of strategies that maximize student-student interaction, and common engagement strategies across content areas ensure academic rigor. Thematic PE / Health units will test students' physical fitness and encourage positive social interaction through service projects. To bridge the gap between the school day and afterschool program, Frick will focus on coordinating literacy and STEM intervention to better support student needs. As with School 2 Home in 2011-2012, technology will be a centerpiece of Frick's vision of student growth and parent participation. Frick will increase parent involvement by hosting a Parent Day, having a School-Family Liaison, offering additional training for parents, and

providing opportunities for nutrition / health programs. Students already have an established role planning events and Awards Assembly rallies, yet next year we will institute peer-mentoring programs and student-body leadership. To hold ourselves accountable, Frick will rely on three resources: our students / parents, staff, and established OUSD frameworks. Students and parents will be consulted through surveys and focus groups to assess their learning experiences and the cohesiveness of our school's mission and vision. District administrators, on site-coaches, and the ILT will monitor, critique, and offer constructive strategies to ensure that our goals are met in a timely, productive manner.

VISION

Frick Middle School is a full service community school dedicated to the growth of every child's mind, body, and spirit. At Frick, students gain skills and knowledge to be successful scholars and citizens in high school and beyond. Our school serves the whole child through quality teachers and instruction, programs that extend learning beyond the school day, and a commitment to wellness / community. Frick's kings and queens are focused learners; our teachers are resilient and relentless in the pursuit of student growth. Teachers engage students with a variety of structures and methods, use data to drive lesson plans, engage with rigorous curriculum, have culturally relevant classroom environments, and collaborate as team members. Staff hold themselves accountable to high professional standards in ongoing professional development and inquiry cycles. Frick's programs foster independent-thinkers who apply academic skills to the real world. All programs have academic, experiential, and community components. During the school day Frick offers School 2 Home, Art Esteem, Leadership, Americorps mentoring, and extended academic time during Saturday School. Students gain invaluable computer literacy skills, exposure to art and music, and opportunities for supplemental academic instruction. Our thriving afterschool program offers academic support and engagement through sports, media editing, urban arts, bike shop, cheerleading, dance, and the Model UN. The after school program provides students with small-group academic support and hands-on learning. Other opportunities to link academics and real-world applications include Tech Bridge, Highland Hospital Volunteer Program, and Spark where students engage in off-campus enrichment in science, health-related, and other career-focused fields. The final component of Frick's vision is student wellness and community service. Frick supports physical, mental, emotional, and social wellness initiatives that ensure students' extra-academic needs are met. At Frick, we believe that no student can excel when their health receives mere "passing" grades. Nurse Burns, Mrs. Clay in PE, and physicians from Native American Health Services provide care for students' physical wellbeing. Students receive on-site check-ups, vision tests, and dental screenings at our newly constructed Health Center - eliminating the need for students to miss school days due to illness. In addition, our mental health team and programs like Brothers on the Rise, Teens on Target, TUPE, Aspire, and crisis counseling provide emotional and mental health services. Our students face great challenges outside the classroom, and mental health care is a key component in creating resilient students with the necessary tools to face the realities of life in Oakland. Social wellness and broader community engagement are present in site-based events such as Academic Awards Rallies, a Polynesian Culture festival, art exhibitions, After School Program Expo, dances, graduation, and Back to School Night. These events firmly ground Frick in the community through celebrating our community of students and staff.

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

-ELA: data from the SRI, Benchmark Exams, vocabulary / reading comprehension diagnostics, and Spring Board Embedded Assessments. -Math: data from Benchmark Exams, MARS structures, and PLC-generated assessments to monitor student progress. -ILT: make determinations on appropriate structures to supplement PLCs -PLCs: use PD cycle to analyze data and create unit plans -Teachers will participate in district-level professional development and receive curriculum support -Administrative ILT members, site-coaches, and central administrators will conduct classroom walkthroughs, data conferences, and PLC observations

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Frick Middle School

Principal: JEROME GOURDINE

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:

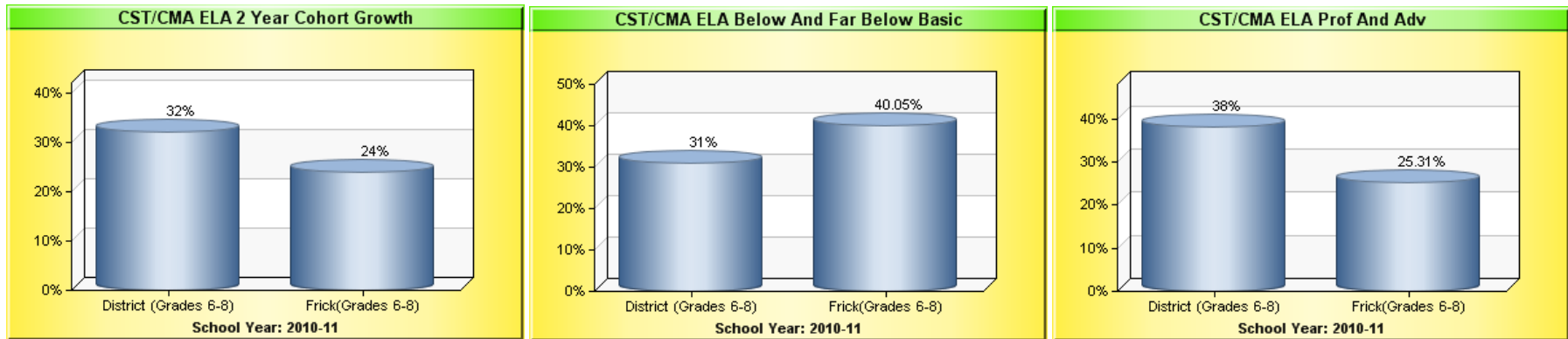
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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



School Data

- 25.31% of students are proficient and advanced in ELA.
- 24% of students in the 2 year cohort group increased their proficiency.

Data Analysis

- Significant growth of latino males: a large %age of these students received targeted intervention (fluency and vocabulary). These gains are reflected in increases of P/Adv students and in a reduction of BB/FBB students.
- The cohort matched groups for 2009-2011 showed significant flatlining in African American student achievement. This suggests that a continued focus on African American (particularly male) student achievement is necessary.

Theory Action

- If we continue our current emphasis on targeted literacy intervention (fluency, vocabulary, comprehension), then we will continue to reduce FBB/BB while building on previous gains in P/Adv.
- This year, we have 3 key literacy initiatives: cross-curricular academic vocabulary, data-based literacy intervention, and continual progress monitoring through the SRI..
- In addition, we are piloting Springboard: an accelerated literacy curriculum derived from Common Core standards that fosters skills through spiraled, performance-based assessments.
- Across curriculum and grade-levels, we have adopted the Reciprocal Teaching model to encourage academic discourse and the application of reading strategies to content-specific texts.
- Supporting and maintaining low class sizes will allow teachers to continue supporting literacy development for all students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
class size reduction	Class sizes are in compliance with QEIA targets.	All Students	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A653	addtl teacher to support more individualized instruction in ELA	7400-QEIA			0.6	\$45,359.98
class size reduction	Class sizes are in compliance with QEIA targets.	All Students	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2180	addtl teacher to support more individualized instruction in ELA	7400-QEIA		K12TCH9999	0.6	\$45,359.98
	Class sizes are						addtl teacher to support					

class size reduction	in compliance with QEIA targets.	All Students	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2182	more individualized classroom instruction in ELA	3010-Title I			0.2	\$15,119.99
class size reduction	Class sizes are in compliance with QEIA targets.	All Students	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2183	addtl teacher to support more individualized classroom instruction in ELA	3010-Title I		K12TCH9999	0.2	\$15,119.99
class size reduction	Class sizes are in compliance with QEIA targets.	All Students	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2184	addtl teacher to support more individualized classroom instruction in ELA	3010-Title I		K12TCH1334	0.2	\$14,631.77
class size reduction	Class sizes are in compliance with QEIA targets.	All Students	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2185	addtl teacher to support more individualized classroom instruction in ELA	7090-EIA - SCE		K12TCH1334	0.8	\$58,527.10
class size reduction	Class sizes are in compliance with QEIA targets.	All Students	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2186	addtl teacher to support more individualized classroom instruction in ELA	7400-QEIA		K12TCH1271	1	\$55,648.59
Provide intervention class targeted to students not at proficiency in ELA.	Students are programed into classes, students receive need-based intervention.	FBB, BB	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2189	Intervention Period	3010-Title I		K12TCH1257	0.2	\$18,856.11
Provide intervention class targeted to students not at proficiency in ELA.	Students are programed into classes, students receive need-based intervention.	FBB, BB	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2192	Intervention Period	7400-QEIA		K12TCH1156	0.4	\$39,233.36
Provide intervention class targeted to students not at proficiency in ELA.	Students are programed into classes, students receive need-based intervention.	FBB, BB	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2193	Intervention Period	3010-Title I		K12TCH0228	0.2	\$12,357.84
Provide intervention class targeted to students not at proficiency in ELA.	Students are programed into classes, students receive need-based intervention.	FBB, BB	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2194	Intervention Period	3010-Title I		K12TCH0389	0.2	\$16,808.76
Provide intervention class targeted to students not at proficiency in ELA.	Students are programed into classes, students receive need-based intervention.	FBB, BB	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2200	Additional Classroom Supplies	7400-QEIA	4310-SUPPLIES		0	\$1,402.88
Spring Board: implementation of rigorous pre-AP curriculum centered on reading comprehension and writing strategies.	All students have curriculum on time and student performance on Embedded Assessments.	GATE	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A2441	Spring Board	N/A			0	\$0.00
Academic vocabulary and focus on productive student-student interaction, especially among African-American students	increase use of academic vocabulary in student interactions	All Students	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A4179	Academic vocabulary and student-student interaction	N/A			0	\$0.00
	teachers use						SRI, MAZE, and Spring					

Student progress-monitoring	data to inform instructional practice	All Students	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A4180	Boar assessments used to monitor student progress	N/A			0	\$0.00
Teacher and department accountability	On-site coaches, central administrators engage with teachers in observation cycle	All Students	2012-2013	Jerome Gourdine	5/15/2012	203SQI1A4181	coaches, central administrators, and curriculum specialists engage with teachers in constructive critique and best-practice evaluation	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Frick Middle School

Principal: JEROME GOURDINE

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:

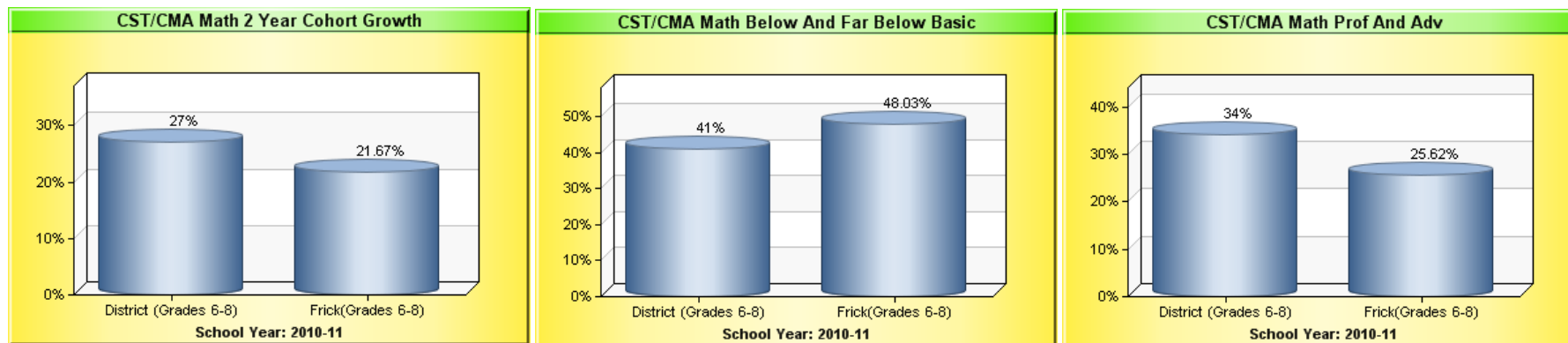
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

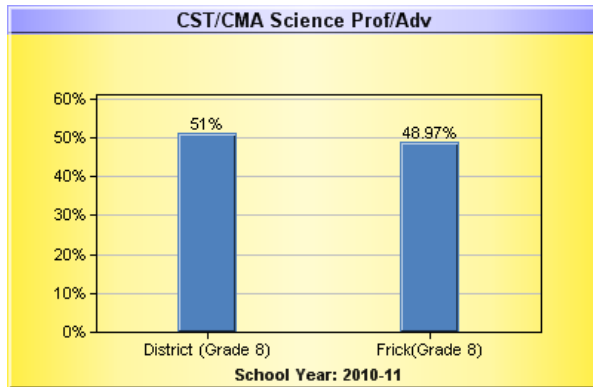
District-level Goals

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.





School Data

- In 2010-2011, students increased 17.2% from previous years to proficient and advanced in science.
- The 7th grade in specific had outstanding growth: Frick reduced the number of FBB and BB students by 16% in math.

Data Analysis

- The 7th and 8th grade made substantial gains in math: 7th grade increased 8.0% and 8th grade increased 7.8% P and Adv.
- Latino students made positive gains: they reduced FBB and BB by 10.9% and increased the number of P and Adv students by 11.1%.
- Likewise, ELL students increased 16.8% in math proficiency while mainstreamed EL students gained 11.1% proficiency.
- African american students in general flatlined and showed no growth or decline. This suggests that a renewed focus on African American students is necessary.
- African American males increased 7% in BB and FBB, yet they also increased 3.8% in P and Adv. This suggests substantial differentiation from a large Basic population.

Theory Action

- Our goals are to develop students' ability to say second sentences to build mathematical arguments, build off of others to critique each others? thinking, and use academic language to articulate mathematical reasoning.
- We will (1) participate on district leadership teams, such as curriculum development and the intervention inquiry team.
- (2) Collaborate bimonthly within our site and with other sites to create lessons, conduct peer observations, and analyze student work.
- (3) Use performance-based formative assessment lessons to being to develop a pedagogy focused on conceptual development.
- (4) Incorporate SpringBoard curriculum to support students? conceptual thinking and Navigator curriculum to support intervention students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Class size reduction teacher to increase student learning time in Science classes.	Class sizes are in compliance with QEIA targets.		2012-2013	Jerome Gourdine	3/31/2012	203SQI1B2187	Class-size reduction Teacher	7400-QEIA		K12TCH1271	1	\$62,247.53
Class reduction teacher in Math to increase individualized classroom experience.	Class sizes are in compliance with QEIA targets.		2012-2013	Jerome Gourdine	3/31/2012	203SQI1B2188		7400-QEIA		K12TCH1271	1	\$62,670.83
Class reduction teacher in Math to increase individualized classroom	Class sizes are in compliance with QEIA		2012-2013	Jerome Gourdine	3/31/2012	203SQI1B2190		3010-Title I		K12TCH1213	0.2	\$13,931.71

experience.	targets.											
Class reduction teacher in Math to increase individualized classroom experience.	Class sizes are in compliance with QEIA targets.		2012-2013	Jerome Gourdine	3/31/2012	203SQI1B2191		7400-QEIA		K12TCH1213	0.8	\$55,726.83
Intervention class for students not making proficiency in Math.	Intervention classes are programmed and students receive need-based instruction using the Navigator curriculum..	FBB, BB	2012-2013	Jerome Gourdine	3/31/2012	203SQI1B2195	Intervention Period	3010-Title I		K12TCH0927	0.2	\$11,649.98
Spring Board Math	Students will have Spring Board Curriculum on time and student progress will be monitored through Embedded Assessments and MARS Performance Tasks.	All Students	2012-2013	Jerome Gourdine	3/31/2012	203SQI1B2442	Students will use Spring Board strategies and activities to build mathematical arguments and problem solve.	N/A			0	\$0.00
African American Male Student Achievement	A reduction in the number of BB and FBB students and an increase in the number of P and Adv. students.	Ethnicity	2012-2013	Jerome Gourdine	3/31/2012	203SQI1B2443	Focusing on improving math skills of African American male students.	N/A			0	\$0.00
Continued teacher professional development.	Teachers attend district leadership PDs.	All Students	2012-2013	Jerome Gourdine	3/31/2012	203SQI1B2444	Participate on district leadership teams, such as curriculum development and the intervention inquiry team	N/A			0	\$0.00
Teacher collaboration at Frick and with other sites.	Teachers meet regularly to analyze student work and make curriculum decisions.	All Students	2012-2013	Jerome Gourdine	3/31/2012	203SQI1B2446	Collaborate bimonthly within our site and with other sites to create lessons, conduct peer observations, and analyze student work.	N/A			0	\$0.00
Develop performance-based assessments.	Teachers formulate, implement, and evaluate assessments.	All Students	2012-2013	Jerome Gourdine	3/31/2012	203SQI1B2448	Use performance-based formative assessment lessons to being to develop a pedagogy focused on conceptual development.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Frick Middle School

Principal: JEROME GOURDINE

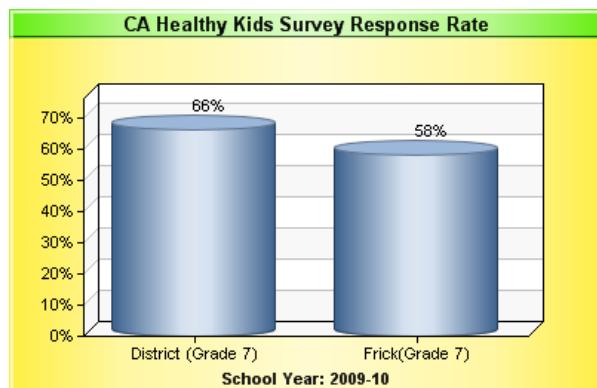
School Quality Standards relevant to this Strategic Priority

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 Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Frick Middle School

Principal: JEROME GOURDINE

School Quality Standards relevant to this Strategic Priority

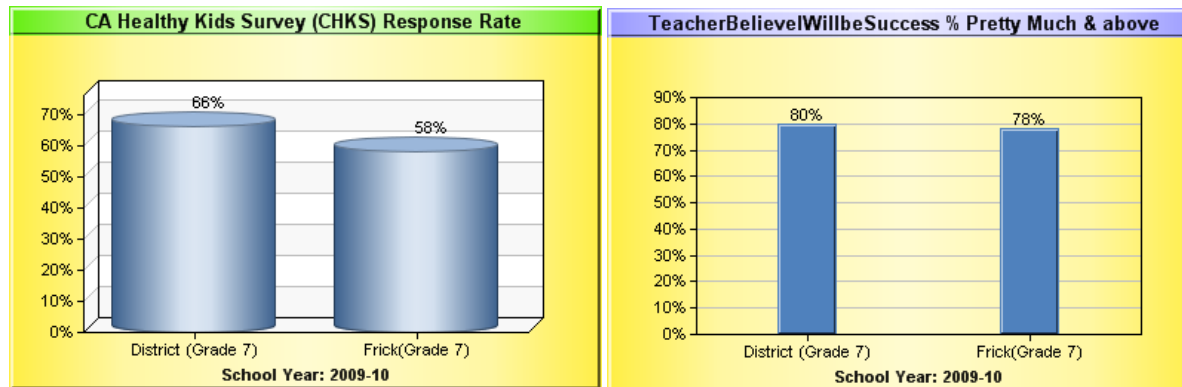
A quality school...

- 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)



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: Frick Middle School

Principal: JEROME GOURDINE

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 Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Frick Middle School

Principal: JEROME GOURDINE

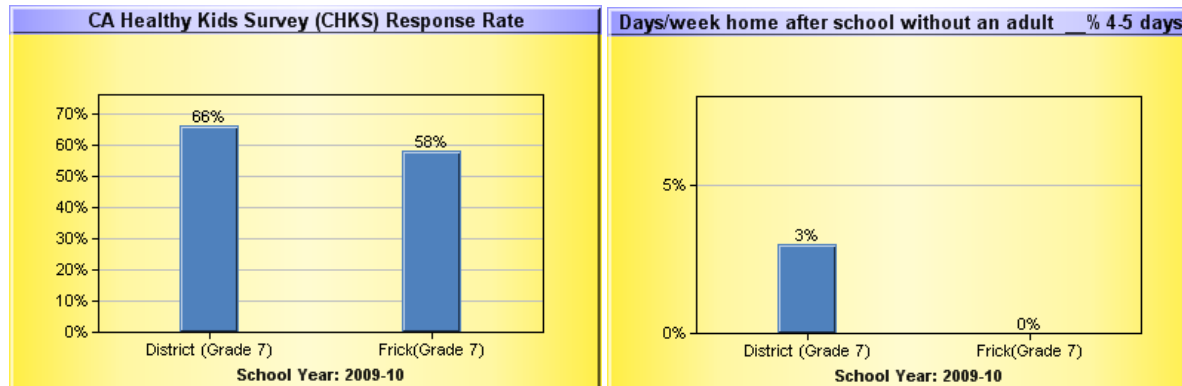
School Quality Standards relevant to this Strategic Priority

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.



Theory Action

- By providing students with additional hour of academic support that is aligned with their core instruction will support increased academic gains

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

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

School: Frick Middle School

Principal: JEROME GOUDINE

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

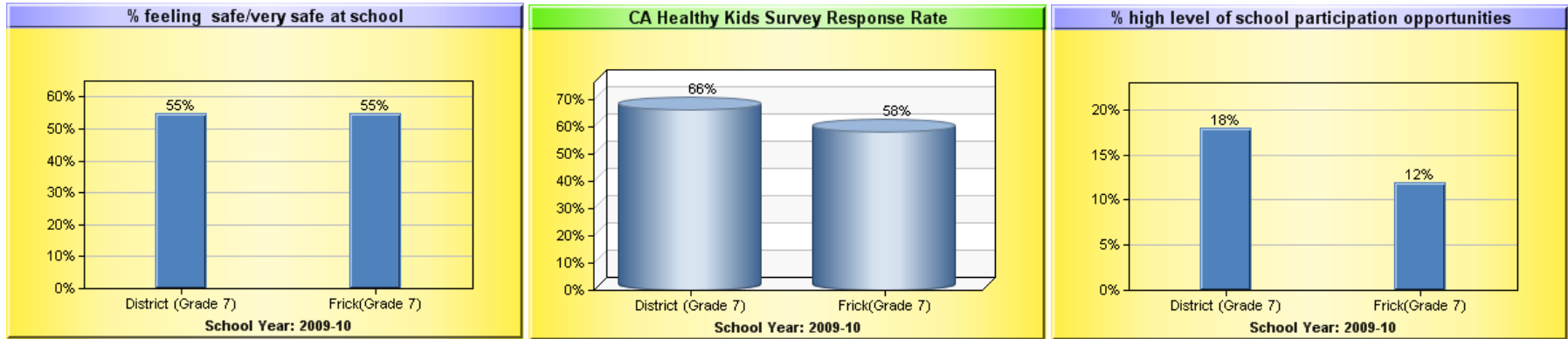
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

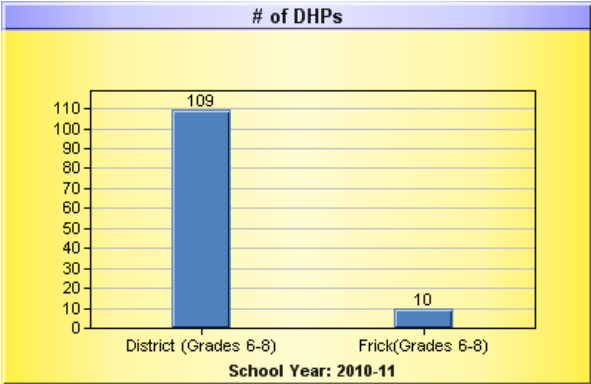
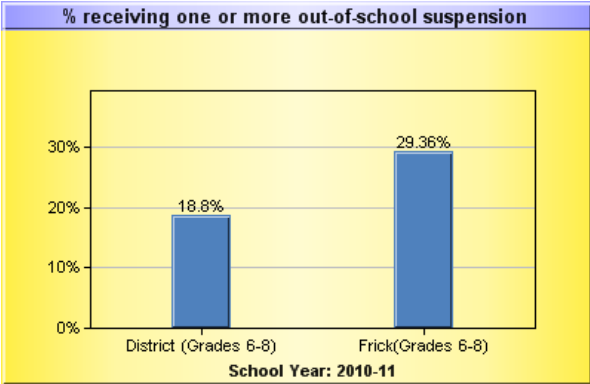
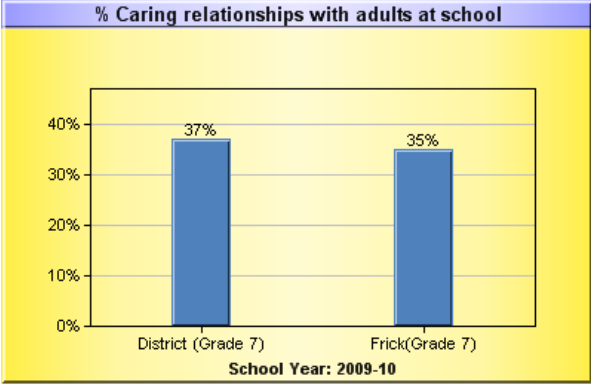
From OUSD Strategic Plan:

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%





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

Strategic Priority B. Health & Wellness

School: Frick Middle School

Principal: JEROME GOURDINE

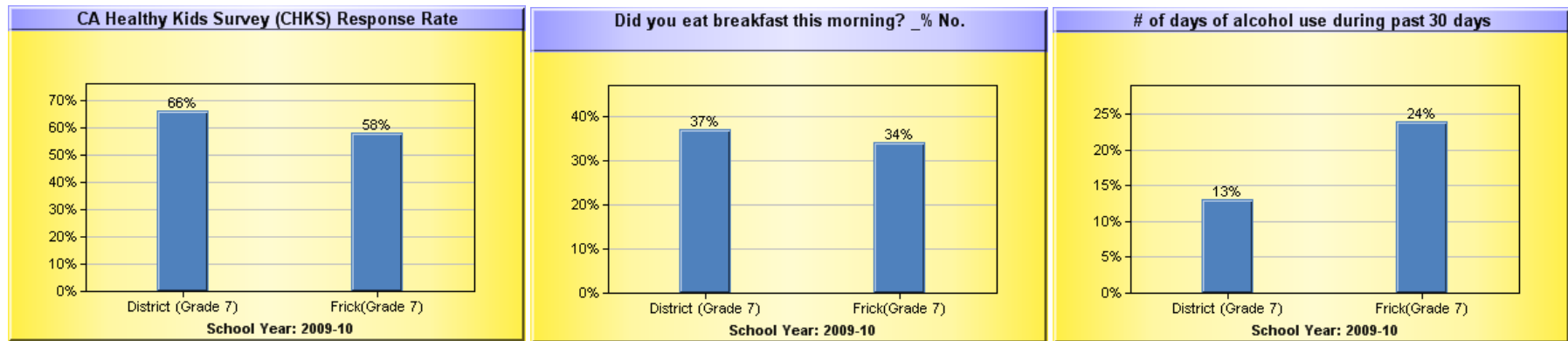
School Quality Standards relevant to this Strategic Priority

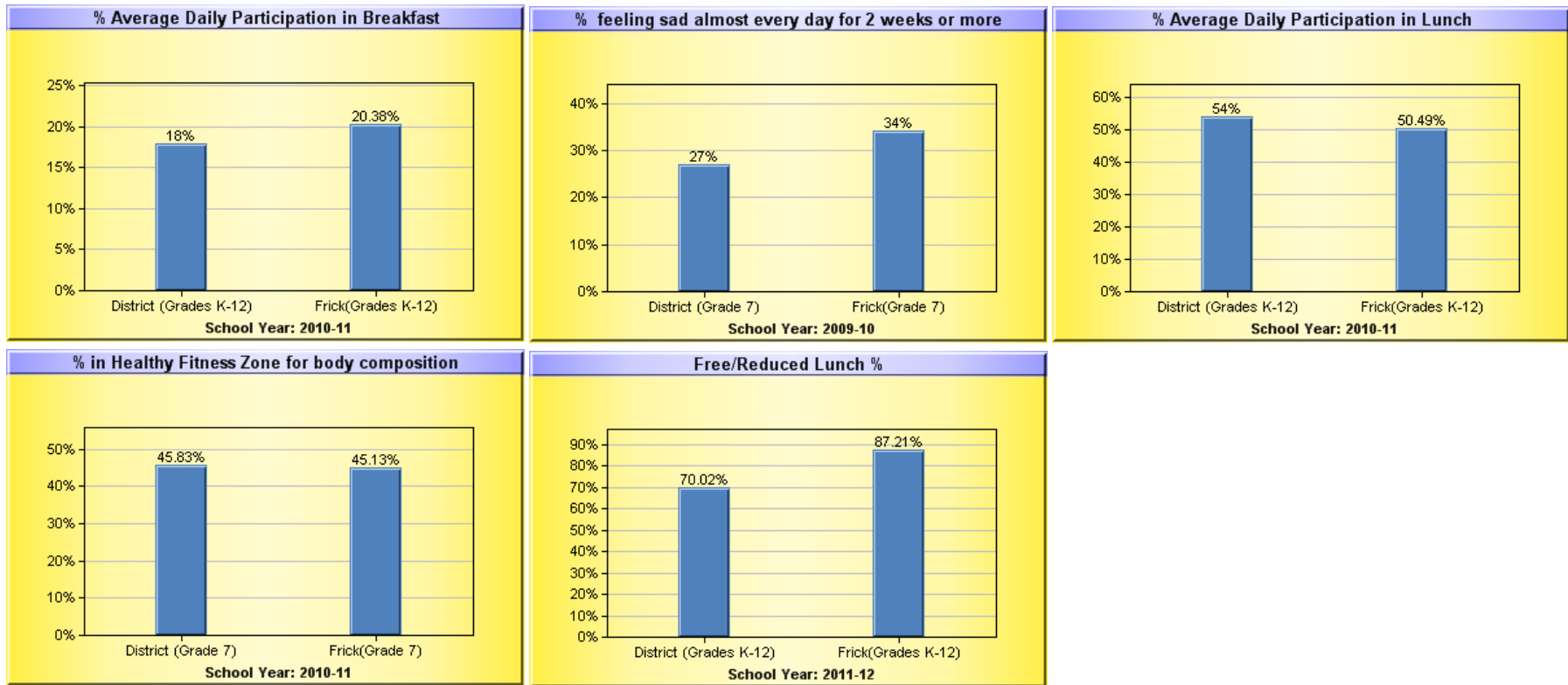
A quality school...

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

From OUSD Strategic Plan:

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





School Data

- During the first semester of 2010-2011 substance abuse/use was 3.05% of all referral reasons. During the first semester of 2011-2012 substance abuse/use was 23.17% of all referral reasons.
- At the school based health center 114 clients were seen and 879 total visits (660 were for individual counseling services) were made and between 7/1/2011 and 2/29/2012.

Data Analysis

- The significant increase of COST referrals for substance abuse/use highlight the need for increases in our alcohol and other drug (AOD) prevention and intervention programs to students and families.
- A statistically significant percentage of the student body are utilizing our health center for both physical and mental health services. Increasing the scope of these services, especially groups, will help to serve a greater student population.
- Frick students qualify for free/reduced lunch at a higher rate than the district average.
- Frick students perform slightly worse than the district average on the physical fitness test.
- The % of Frick students that feel sad 2 or more days a week is higher than the district average.

Theory Action

- If we improve plans around health and wellness student rates in relation to attendance, academic achievement and physical health will improve. Participation in school programs will increase.
- If we improve plans around socio-emotional, behavioral, and mental health we will see an increase student ability to self-manage stress, deal with trauma, manage emotions, increase resiliency, and an increased ability to express themselves
- If we improve plans around sexual health we will see a decrease in STDs, STIs, pregnancy rates and an increase in safer sex practices.
- If we increase nutrition education to students and families they will be able to make better/healthier food choices at home and at school.
- Increased physical exercise opportunities allow students to increase their ability to work as a group, peer-to-peer interactions, decision-making abilities, opportunities for leadership and increase motivation for school involvement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Comprehensive AOD prevention/intervention.	CHKS	All Students	6/2013	Health Center Coordinator	5/4/2012	203SQI2B3278	Provide substance abuse counseling for targeted students and classroom presentations about the effects of AOD during science classes.	N/A			0	\$0.00
AOD parent workshops	CHKS	All Students	6/2013	Jerome Gourdine	5/4/2012	203SQI2B3276	Parent training to educate parents about the use of AOD among middle schoolers, signs of drug use among middle schoolers, how to effectively communicate with their student about this topic and where to get support in the community.	N/A			0	\$0.00
Family nutrition classes & health focused workshops	CHKS	All Students	6/2013	Jaymie Lollie	5/4/2012	203SQI2B3275	Parent training to educate parents on nutrition, healthy eating habits, and some common chronic conditions (i.e. asthma or diabetes).	N/A			0	\$0.00
Use of salad bar	CHKS	All Students	6/2013	Jerome Gourdine	5/4/2012	203SQI2B3274	Promote use of salad bar by promoting it during the wellness program in the physical education department.	N/A			0	\$0.00
Water education and promotion	CHKS	All Students	6/2013	PE Dept., Health Center	5/4/2012	203SQI2B3272	Increase students drinking water over other beverages via increase publicity of free water options throughout campus.	N/A			0	\$0.00
Obesity prevention program	CHKS	All Students	6/2013	Health Center	5/4/2012	203SQI2B3270	In class seminars to focused on obesity prevention in partnership with the YMCA.	N/A			0	\$0.00
Change of food offerings on site	CHKS	All Students	6/2013	Jerome Gourdine	5/4/2012	203SQI2B3269	Student focus groups aimed at helping to decide which healthier choices are most liked by students.	N/A			0	\$0.00
Having free zones for candy, junk food, soda, etc will help to create increased environments for students to	CHKS	All Students	6/2013	Jerome Gourdine	5/4/2012	203SQI2B3268	Setting up strategic areas through the campus that are free from unhealthy food choices and where	N/A			0	\$0.00

participate in making healthy living choices							healthy choices are promoted.						
Nutrition theme weeks	CHKS	All Students	6/2013	Jerome Gourdine	5/4/2012	203SQI2B3267	Nutrition theme weeks to increase knowledge and awareness of a health/nutrition topic to the school community. Lead by student wellness team.	N/A				0	\$0.00
Student wellness team	CHKS	All Students	6/2013	Mrs. Clay	5/4/2012	203SQI2B3265	Cross level student team to plan site wide efforts to increase student body knowledge on nutrition and health.	N/A				0	\$0.00
Social-emotional/mental health individual and group (grief, gender specific, youth development groups, etc) services.	CHKS & COST data	All Students	6/2013	Counseling Dept., Mental Health Specialists	5/4/2012	203SQI2B3263	Two full-time mental health therapists to provide individual and group therapy to students.	N/A				0	\$0.00
Year long staff professional development o effectively teaching and interacting with students affected by trauma.	CHKS	All Students	6/2013	Jerome Gourdine	5/4/2012	203SQI2B3148	Monthly professional development to staff on effectively teaching and interacting with students affected by trauma.	N/A				0	\$0.00

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Frick Middle School

Principal: JEROME GOURDINE

School Quality Standards relevant to this Strategic Priority

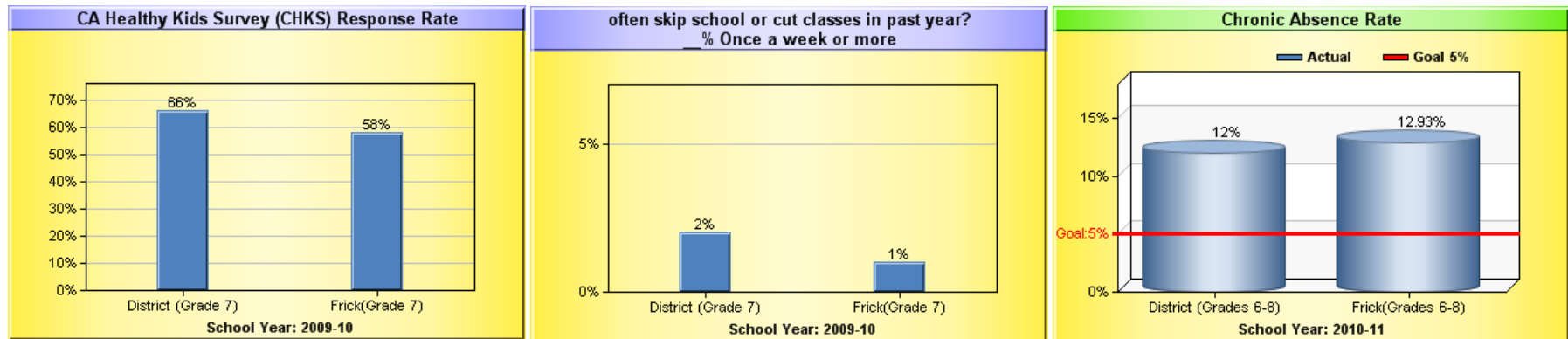
A quality school...

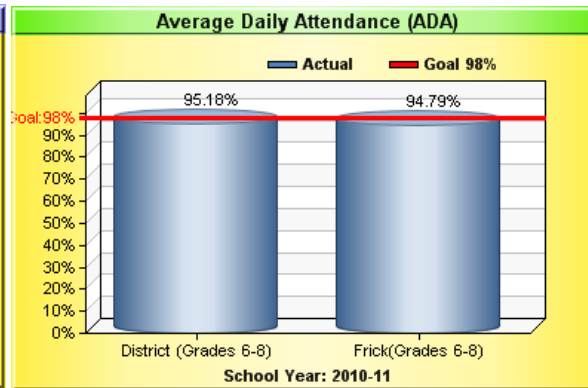
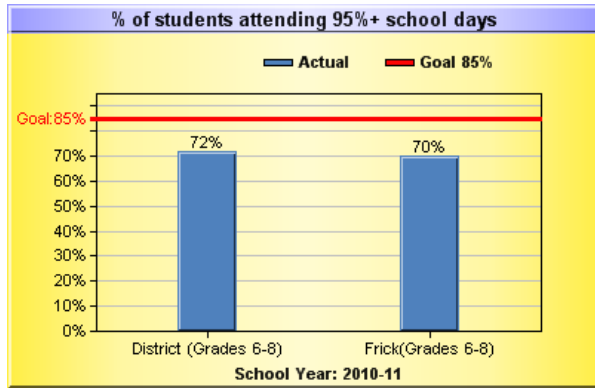
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

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

- Compared to OUSD Frick's chronic absence rate is less than 1% higher, yet still below district goals.
- Frick has 70% of students attend 95% of school days, while the district has 72% attendance. Frick is 15% short of the OUSD attendance goal.
- Frick has a high ADA almost equalling that of OUSD: 94.79% compared to 95.18%. Frick is less than 4% short of the OUSD ADA attendance goal.
- Periodic assessment and reflection by the ILT, Student Wellness Team, parent focus-groups, student surveys, and health partners.
- Truancy data will be reviewed by full-time attendance clerk, home visits for chronically truant students

Theory Action

- If we improve student attendance, students will have improved academic performance, are in safer social emotional environments, and have increased student voice.
- If we improve student attendance, Frick will be a safer school, the Frick community will be safer and we will have increased ADA which will result in more resources and services for our students and families
- If we meet district attendance goals, students will better be able to take advantage of programs offered as a full service community school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Family communication	Increased attendance	English Learners	Beginning of year	Jaymie	1/10/2012	203SQI2C259	Teachers call home after 2 absences in a row	N/A			0	\$0.00
Family communication	Increased attendance	English Learners	Beginning of year	Jaymie	1/10/2012	203SQI2C260	Additional attendance staff to contact parents right away	N/A			0	\$0.00
Family communication	Increased attendance	English Learners	Beginning of year	Jaymie	1/10/2012	203SQI2C298		N/A			0	\$0.00
Hire a fulltime attendance clerk					1/10/2012	203SQI2C299	Make daily phone calls to families of chronically absent students	N/A			0	\$0.00
Hire a fulltime attendance clerk					1/10/2012	203SQI2C300	Facilitate assemblies	N/A			0	\$0.00
Hire a fulltime attendance clerk					1/10/2012	203SQI2C301		N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Frick Middle School

Principal: JEROME GOURDINE

School Quality Standards relevant to this Strategic Priority

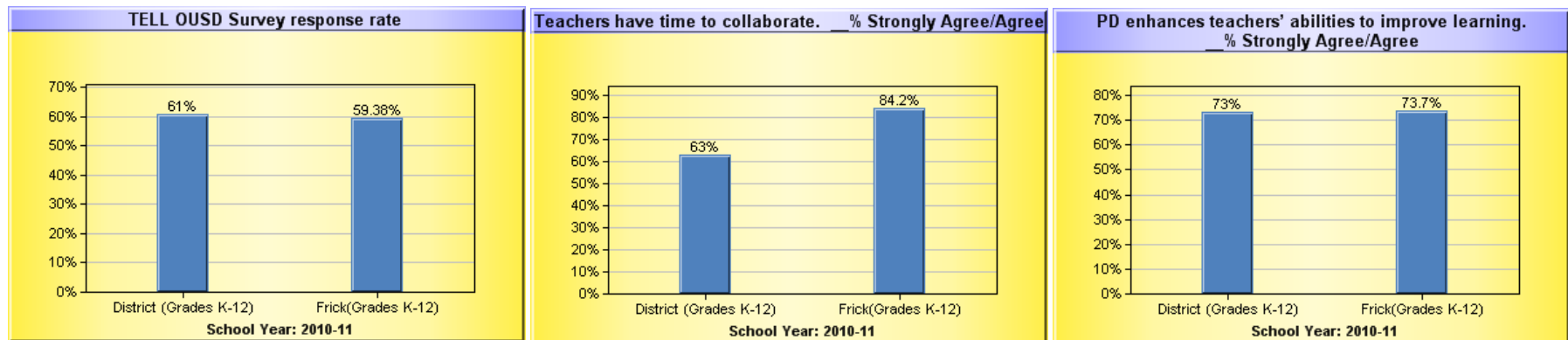
A quality school...

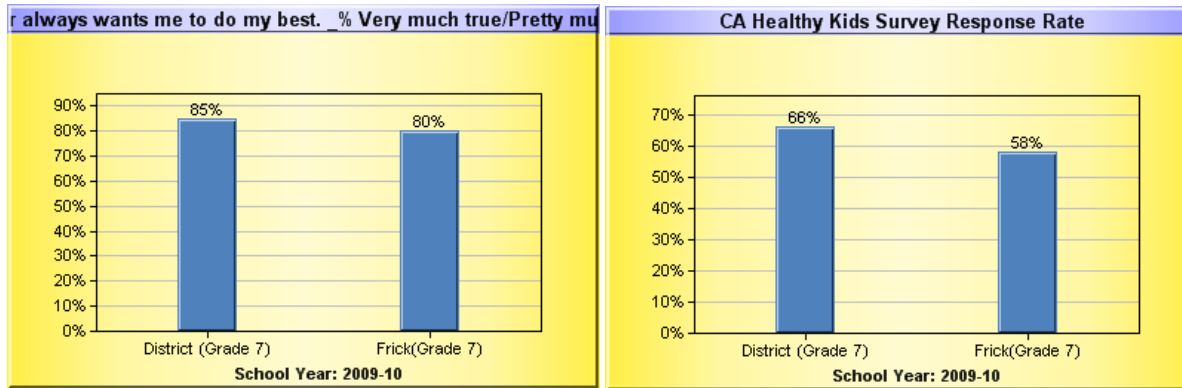
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

- 84.2% of Frick teachers strongly agree about having time to collaborate, in contrast to 63% of K-12 teachers district wide.
- 73.7% of Frick teachers agree that PD time is valuable, compared to 73% of K-12 teachers district-wide.
- 80% of 7th grade Frick teachers agree that administrators want them to do their best, compared to 85% of 7th grade teachers district-wide.
- Administrative referral data: evaluated by ILT and members of PBIS group, presentation to staff
- Mental Health Data: will be shared with health services to ensure adequate support

Theory Action

- Because teachers strongly agree that they are given time to collaborate, teacher planning time and PLC time should be protected to ensure continued instructional productivity.
- To continue to make planning time valuable, PD cycles should be organized, systematic, and data-driven.
- To enable teachers to do their best, ILT should continue to develop structures in partnership with administration to ensure that teachers are supported in district initiatives.
- Walk-throughs by on-site coaches, central administrators, and curriculum specialists will provide feedback and constructive steps to help teachers do their best.
- Mental Health Data: will be shared with health services to ensure adequate support and Mental health services will provide staff PD

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Protected teacher planning and collaboration time	Teachers have time to collaborate in PLCs to plan, analyze data, and develop common instructional frameworks	All Students	2012-2013	Jerome Gourdine	5/4/2012	203SQI3A4184	provide time for planning, collaboration, and data analysis	N/A			0	\$0.00
Organized PD cycles within PLC groups	PLC's engage in data-driven planning to ensure students are meeting targets	All Students	2012-2013	Jerome Gourdine	5/4/2012	203SQI3A4185	PD cycles	N/A			0	\$0.00
Walkthroughs and debriefs	on-site coaches, central administrators engage with teachers in	All Students	2012-2013	Jerome Gourdine	5/4/2012	203SQI3A4186	conduct strategic walkthroughs and debriefs to identify areas of growth	N/A			0	\$0.00

	observation cycle											
ILT continues to work with administration to plan next steps and implementation of school-wide policies / programs	ILT meets with administration to plan and discuss school-wide policies /programs	All Students	2012-2013	Jerome Gourdine	5/4/2012	203SQI3A4189	ILT develops strategies in partnership with administration	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Frick Middle School

Principal: JEROME GOURDINE

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).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide refreshments for parent meetings.					3/28/2012	203SQI4A2196	Provide Meeting refreshments.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,807.96

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Frick Middle School

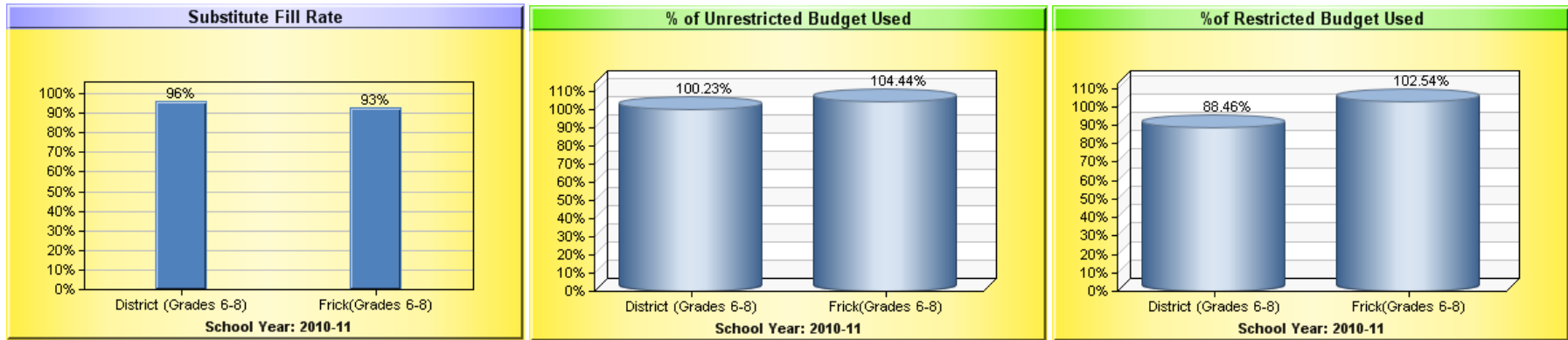
Principal: JEROME GOURDINE

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

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Funds in 4399 will be used after SSC deliberation.					3/28/2012	203SQI5A2197	TBD	3010-Title I	4399-SURPLUS		0	\$6,246.54
Funds in 4399 will be used after SSC deliberation.					3/28/2012	203SQI5A2198	TBD	7090-EIA - SCE	4399-SURPLUS		0	\$13,108.79
Funds in 4399 will be used after SSC deliberation.					3/28/2012	203SQI5A2199	TBD	7091-EIA - LEP	4399-SURPLUS		0	\$21,423.17
District Set-Aside for grant management.					3/28/2012	203SQI5A2201	Set-aside for grant management.	7400-QEIA			0	\$19,350.03

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Frick Middle School
Site Number: 203**

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on May 10, 2012.
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

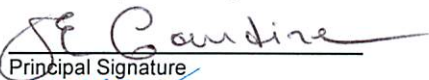
Charlie Jones
SSC Chairperson's Name (printed)

5-10-12
Date

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date


Principal Signature

Jerome Gourdine
Principal's Name (printed)

5-10-12
Date


Executive Officer's Signature

Kimi Keen
Executive Officer's Name (printed)

5/11/12
Date


Director, State & Federal Compliance Signature

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

6/8/12
Date

Frick Middle School School Site Council 2011-12

- | | |
|-----------------------------|-------------------------------------|
| 1. Kermit Bayless | Chairperson/Teacher |
| 2. Jerome Gourdine | Frick/Principal |
| 3. Mike Essien | Staff/Teacher |
| 4. Dewanna Slaughter | Staff/Teacher |
| 5. Darcel Sanders | Staff/Teacher |
| 6. Charles Jones | Vice Chair /Parent |
| 7. Kim Anderson | Community/Parent |
| 8. Jameka Pree | Community/Parent |
| 9. Maisha Smith | Community/Parent |
| 10. Erica Connors | Community/Parent |
| 11. Kamila Shiuabe | Community/Parent |
| 12. Karen Slider | Teacher Assistant/Classified |

Title I School Parental Involvement Policy 2012-2013

Involvement of Parents and Building Their Capacity in the Title I Program

Frick Middle School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- **Accessibility:** Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students. Schools will work to build capacity for parent involvement through the following:

1. The school offers a flexible number of meetings for parents, and involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title IA programs and the Title I Parental Involvement policy.

SSC meetings take place on the second Tuesday of each month in which parents and community members discuss the use of Title I funding of school programs.

2. Assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following,

- 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 alternate assessments
- The requirements of Title I
- How to monitor their child's progress
- How to work with educators

The annual Title I meeting as a part of Back to School night familiarizes parents with the topics listed above.

3. Provide materials and training to help Title I Parents work with their children to improve their children's achievement.

At the annual Title I meeting materials are provided for parents to use with their children. Subsequent parent education classes are offered using Title I parent education funding.

4. Educate staff with the assistance of Title I parents of the value of parent contributions and how to work with parents as equal partners.

Title I School Parental Involvement Policy 2012-2013

Regular professional development and the implementation of regular parent conferences build relationships with parents and underscore the value of parent engagement with staff members.

5. Coordinate and integrate the Title I Parental Involvement program with other activities that encourage and support parents to more fully participate in the education of their children.

The annual Title I parent meeting takes place in conjunction with Back to School Night in order to engage more Title I parents and expose them to all school resources.

6. Distribute to Title I parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

Regular meeting notices are sent home, posted at the school, and communicated by telephone.

7. In regular meetings, provide support for parental activities requested by Title I parents.

SSC and ELAC meetings have resulted in a variety of activities requested by parents.

Annual Title I Meeting

- 1) *Frick Middle School* will convene an annual Title I meeting to inform parents of the following:
 - Review **Home School Compact**
 - Their child's school participates in Title I
 - The requirements of Title I
 - Their right to be involved
 - Their right to participate in the development of the District's Title I Plan
 - About their school's participation in Title I

Adoption

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

SSC Meetings the 2nd Tuesday of each month with approval on 5/8/2012.

This policy was adopted by the Frick Middle School School Site Council on 5/8/2012 and will be in effect for the period of the 2012-2013 school year. The school will distribute this policy to all parents of participating Title I, Part A, children on or before 9/30/2012. It will be made available to the local community on or before 9/30/2012. The Frick Middle School notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Title I School Parental Involvement Policy 2012-2013

JE Gaudin

Principal Signature

9/20/2011

Date

Frick School – Parent Compact

Frick 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

Frick 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 879-2030 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	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts/ English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in Reading/Language Arts/ELD. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
Appropriate Instructional Program Materials							
All students are <u> x </u> assessed, <u> x </u> placed, and <u> x </u> provided appropriate SBE-adopted instructional program materials.							
Number of Students:							
<u> 403 </u> All Students							
<u> 75 </u> English Learners							
<u> 37 </u> Students with disabilities							
Appropriate Use							
Identify all that apply:							
<u> x </u> Core materials are used daily as designed.							
<u> x </u> Ancillary materials are used daily as designed.							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

Formatted: Highlight

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). 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;">Key Components</p> <p>Appropriate Instructional Program Materials All English learner students are <u> </u>x assessed, <u> </u>x placed, and <u> </u>x provided appropriate SBE-adopted or SBE-approved instructional program materials.</p> <p>If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:</p> <p>Appropriate Use <u> </u>x Materials/ ELD components are used daily as designed.</p>							

Formatted: Highlight

Formatted: Highlight

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	
	Reading/Language Arts/ELD		
District Purchase Date:			
School Distribution Date:			
Classroom Distribution Date:			
Attach publisher PO documentation for sets of classroom core materials.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	<p>1.3 The school/district provides the current* SBE-adopted Reading/Language Arts intensive intervention programs and materials in grades 6-8. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.</p> <p>*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades 6-8, including English learners and students with disabilities, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials Students are <u> x </u> assessed, <u> x </u> placed and <u> x </u> provided appropriate SBE-adopted intensive intervention program and materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 6 ___ Gr. 7 ___ Gr. 8 ___ All Intensive EL's Gr. 6 ___ Gr. 7 ___ Gr. 8 ___ All Intensive SWD's Gr. 6 ___ Gr. 7 ___ Gr. 8 ___</p> <table border="1" data-bbox="1108 769 1612 954"> <thead> <tr> <th colspan="4">Number/% Provided SBE Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>Intensive EL's</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>Intensive SWD's</td> <td>100</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Appropriate Use <u> x </u> Materials are used daily as designed</p>								Number/% Provided SBE Intensive Intervention					Grade 6	Grade 7	Grade 8	All Intensive learners	100	100	100	Intensive EL's	100	100	100	Intensive SWD's	100	100	100
Number/% Provided SBE Intensive Intervention																											
	Grade 6	Grade 7	Grade 8																								
All Intensive learners	100	100	100																								
Intensive EL's	100	100	100																								
Intensive SWD's	100	100	100																								
Documentation			Additional Comments																								
<p>Reading/Language Arts/ELD</p> <p>District Purchase Date:</p> <p>School Distribution Date:</p> <p>Classroom Distribution Date:</p>																											
Attach publisher PO documentation for sets of classroom core materials.																											

Formatted: Highlight

Formatted: Highlight

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

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	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally
1.4				4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;">Key Components</p> <p>Appropriate Instructional Program Materials All students are <u> x </u> assessed, <u> x </u> placed, and <u> x </u> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: <u> 403 </u> All Students <u> 75 </u> English Learners <u> 37 </u> Students with disabilities</p> <p>Appropriate Use Identify all that apply: <u> x </u> Core materials are used daily as designed. <u> x </u> Ancillary materials are used daily as designed.</p>							
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Formatted: Highlight

Formatted: Highlight

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components			
			Objective	Substantially	Partially	Minimally
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades 6-7. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all identified intensive intervention students in grades 6-7, including English learners and students with disabilities, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> 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. 	Fully	Substantially	Partially	Minimally
			1.5	4 100%	3 At least 75%	2 At least 50%
			Key Components Appropriate Instructional Program Materials Students are <u> x </u> assessed and <u> x </u> provided appropriate SBE-adopted mathematics intervention materials. Number of Intensive Intervention Students: All Intensive learners: Gr. 6 <u> 30 </u> Gr. 7 <u> 30 </u> All Intensive EL's Gr. 6 <u> 25 </u> Gr. 7 <u> 25 </u> All Intensive SWD's Gr. 6 <u> 15 </u> Gr. 7 <u> 11 </u> Appropriate Use <u> x </u> Materials are used daily as designed.			
Documentation		Additional Comments				
	Mathematics					
District Purchase Date:						
School Distribution Date:						
Classroom Distribution Date:						
Attach publisher PO documentation for sets of classroom core materials.						

Formatted: Highlight

Formatted: Highlight

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. 	Objective	Fully	Substantially	Partially	Minimally									
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components													
			Appropriate Instructional Program Materials													
			All students are <u> x </u> assessed, <u> x </u> placed, and <u> x </u> provided appropriate SBE-adopted instructional program materials.													
			Number of Intensive Intervention Students:													
			All Intensive learners: Gr. 8 <u> 30 </u>													
			All Intensive EL's Gr. 8 <u> 10 </u>													
			All Intensive SWD's Gr. 8 <u> 11 </u>													
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Number Provided SBE Algebra Readiness</th> </tr> <tr> <th colspan="2" style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td style="text-align: center;"><u> 124 </u></td> </tr> <tr> <td>English Learners</td> <td style="text-align: center;"><u> 30 </u></td> </tr> <tr> <td>Students with disabilities</td> <td style="text-align: center;"><u> 11 </u></td> </tr> </tbody> </table>				Number Provided SBE Algebra Readiness		Grade 8		Total Students	<u> 124 </u>	English Learners	<u> 30 </u>	Students with disabilities	<u> 11 </u>
Number Provided SBE Algebra Readiness																
Grade 8																
Total Students	<u> 124 </u>															
English Learners	<u> 30 </u>															
Students with disabilities	<u> 11 </u>															
			Appropriate Use													
			<u> x </u> Materials are used daily as designed.													
Documentation		Additional Comments														
		Mathematics														
District Purchase Date:																
School Distribution Date:																
Classroom Distribution Date:																
Attach publisher PO documentation for sets of classroom core materials.																

Formatted: Highlight

Formatted: Highlight

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>	Objective	Fully	Substantially	Partially	Minimally																			
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																			
			Key Components																							
			Appropriate Allocation of Daily Instructional Time <u>X</u> Time is given priority and protected from interruptions.																							
			Identify Number (#) of instructional minutes (length of periods) offered at each grade level:																							
			<table border="1"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>English learners</td> <td>120</td> <td>120</td> <td>120</td> </tr> <tr> <td>Students with disabilities</td> <td>120</td> <td>120</td> <td>120</td> </tr> </tbody> </table>				Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students	60	60	60	English learners	120	120	120	Students with disabilities	120	120	120
Number of instructional minutes at each grade level																										
	Grade 6	Grade 7	Grade 8																							
All students	60	60	60																							
English learners	120	120	120																							
Students with disabilities	120	120	120																							
Documentation			Additional Comments																							
			Reading/Language Arts/ELD																							
District Instructional Regulations:																										
School Instructional Procedures:																										
Attach appropriate documents.																										

Formatted: Highlight

Formatted: Highlight

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																							
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> 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 	Objective	Fully	Substantially	Partially	Minimally																			
2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																						
<p style="text-align: center;">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" data-bbox="1094 771 1606 1079"> <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>20</td> <td>30</td> <td>30</td> </tr> <tr> <td>All HP Strategic</td> <td>20</td> <td>30</td> <td>30</td> </tr> <tr> <td># of HP Strategic provided additional 30-45 minutes or a support period</td> <td>20</td> <td>30</td> <td>30</td> </tr> </tbody> </table>							Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic	20	30	30	All HP Strategic	20	30	30	# of HP Strategic provided additional 30-45 minutes or a support period	20	30	30
Number of students at each grade level																										
	Grade 6	Grade 7	Grade 8																							
All Strategic	20	30	30																							
All HP Strategic	20	30	30																							
# of HP Strategic provided additional 30-45 minutes or a support period	20	30	30																							

Formatted: Highlight

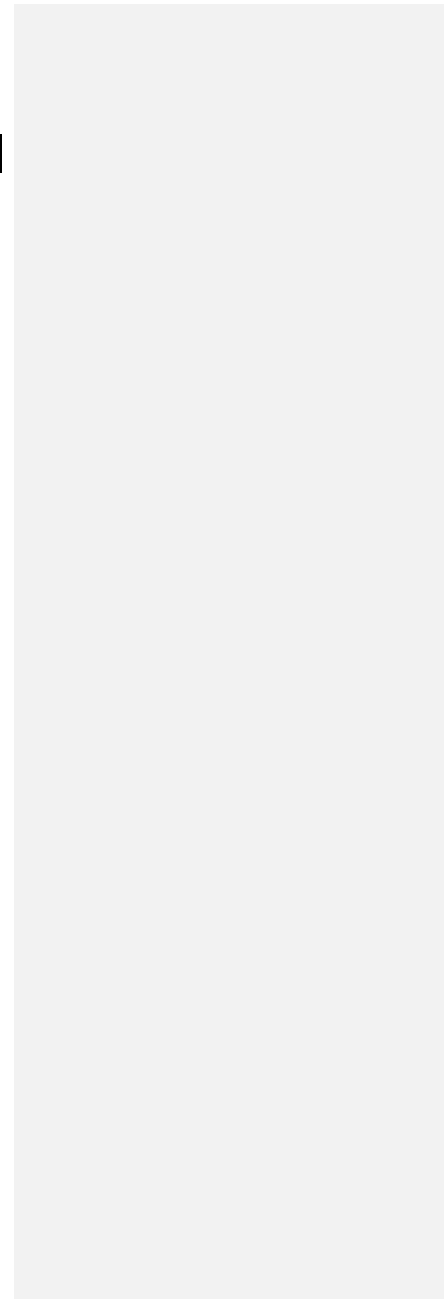
Formatted: Highlight

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

Academic Program Survey—Middle School Level

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

Attach appropriate documents.	
-------------------------------	--



Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified English learners, using either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 30-60 minutes (or up to one period) 	Full implementation means that the school's master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list, materials from the previous SBE-approved materials lists for all identified English learners. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions. <ul style="list-style-type: none"> 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 	Objective	Fully	Substantially	Partially	Minimally												
	2.3		4 100%	3 At least 75%	2 At least 50%	1 Less than 50%													
Key Components																			
Appropriate Allocation of Daily Instructional Time																			
Identify all that apply																			
_____ Time is given priority and protected from interruptions.																			
_____ ELD instruction is additional time in the schedule.																			
Identify Number (#) EL students by CELDT level and # of ELD minutes (length of periods) offered at each CELDT level																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Proficiency Levels</th> <th style="width: 10%;">Levels 1-2</th> <th style="width: 10%;">Level 3</th> <th style="width: 10%;">Levels 4-5</th> </tr> </thead> <tbody> <tr> <td># Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Proficiency Levels	Levels 1-2	Level 3	Levels 4-5	# Students				# of Instructional Minutes in ELD (beyond 2.1 and 2.2)			
Proficiency Levels	Levels 1-2	Level 3	Levels 4-5																
# Students																			
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)																			

Formatted: Highlight

Formatted: Highlight

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

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

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted intensive intervention programs in Reading/Language Arts. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> 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 	Objective	Fully	Substantially	Partially	Minimally																	
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<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>Indicate total length (minutes) of blocked periods:</p> <table border="1" data-bbox="1108 753 1612 1052"> <thead> <tr> <th colspan="4"># of Instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive Student with disabilities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					# of Instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All Intensive learners				Intensive English learners				Intensive Student with disabilities
# of Instructional minutes at each grade level																								
	Grade 6	Grade 7	Grade 8																					
All Intensive learners																								
Intensive English learners																								
Intensive Student with disabilities																								

Formatted: Highlight

Formatted: Highlight

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components 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. 	Objective	Fully	Substantially	Partially	Minimally																				
			2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">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 # of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1102 722 1596 950"> <thead> <tr> <th colspan="4"># of Instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Algebra I</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students with disabilities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>* For Algebra Readiness see 2.7</p>								# of Instructional minutes at each grade level					Grade 6	Grade 7	Algebra I	All Students				English learners				Students with disabilities			
# of Instructional minutes at each grade level																											
	Grade 6	Grade 7	Algebra I																								
All Students																											
English learners																											
Students with disabilities																											
Documentation			Additional Comments																								
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

Formatted: Highlight

Formatted: Highlight

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																												
2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials. <ul style="list-style-type: none"> 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. 	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> 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. 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 	Objective	Fully	Substantially	Partially	Minimally																								
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																								
<p style="text-align: center;">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time ___x___ 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="1121 808 1583 1027"> <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></td> <td></td> <td></td> </tr> <tr> <td>All HP Strategic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period:</p>								Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic				All HP Strategic				All HP ELs				All HP SWDs			
Number of students at each grade level																															
	Grade 6	Grade 7	Grade 8																												
All Strategic																															
All HP Strategic																															
All HP ELs																															
All HP SWDs																															

Formatted: Highlight

Formatted: Highlight

Formatted: Indent: Left: 0.43", Bulleted + Level: 1 + Aligned at: 0.05" + Tab after: 0.3" + Indent at: 0.3", Tab stops: 0.68", List tab + Not at 0.3"

Academic Program Survey—Middle School Level

		<p>instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</p> <ul style="list-style-type: none"> 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. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th style="width: 25%;"></th> <th style="width: 12.5%;">Grade 6</th> <th style="width: 12.5%;">Grade 7</th> <th style="width: 12.5%;">Algebra 1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Additional time provided to all HP strategic students</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Additional time provided to HP strategic English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Additional time provided to HP strategic Students with disabilities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period:</p>	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				Additional time provided to HP strategic English learners				Additional time provided to HP strategic Students with disabilities			
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																							
Additional time provided to HP strategic English learners																							
Additional time provided to HP strategic Students with disabilities																							
Documentation		Additional Comments																					
	Mathematics																						
District Instructional Regulations:																							
School Instructional Procedures:																							
Attach appropriate documents.																							

Formatted: Indent: Left: 0.09", Bulleted + Level: 1 + Aligned at: 0.05" + Tab after: 0.3" + Indent at: 0.3"

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials or program for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. <ul style="list-style-type: none"> 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. 	Full implementation means that the school's master schedule allocates sufficient instructional time or periods for identified intervention students needing specialized instruction to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intervention students. <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally																				
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Indicate total number of <u>additional</u> minutes:</p> <table border="1" data-bbox="1094 699 1606 1003"> <thead> <tr> <th colspan="4"># of Instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>Intensive learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive Student with disabilities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								# of Instructional minutes at each grade level					Grade 6	Grade 7	Algebra Readiness	Intensive learners				Intensive English learners				Intensive Student with disabilities			
# of Instructional minutes at each grade level																											
	Grade 6	Grade 7	Algebra Readiness																								
Intensive learners																											
Intensive English learners																											
Intensive Student with disabilities																											

Formatted: Highlight

Formatted: Highlight

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

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 using the ancillary materials from the adopted program. 	
Documentation		Additional Comments	
	Mathematics		
District Instructional Regulations:			
School Instructional Procedures:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.					
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (6-8) for the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that the annual district instructional/assessment pacing guides are in daily use in all reading, language arts, and ELD classrooms to fully implement the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs by grade level and/or program level (and by tracks if a year-round school).</p> <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally	
				3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;">Key Components</p> <p>Instructional/Assessment Pacing Guides</p> <p><input checked="" type="checkbox"/> Distributed to all teachers at each grade Level</p> <p><input checked="" type="checkbox"/> Used daily at every grade level</p> <p>Pacing Guide Use Monitored</p> <p><input checked="" type="checkbox"/> Principal monitors daily use</p>								
Documentation			Additional Comments					
School/District Pacing Plan by Grade Level or Program Level			Reading/Language Arts/ELD					
Attach appropriate documents.								

Formatted: Highlight

Formatted: Highlight

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. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components <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 <u>Pacing Guide Use Monitored</u> <input checked="" type="checkbox"/> Principal monitors daily use							
Documentation		Additional Comments					
		Mathematics					
School/District Pacing Plan by Grade Level or Program Level							
Attach appropriate documents.							

Formatted: Highlight

Formatted: Highlight

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	4.1 The district provides the principal and vice-principal(s) with a 40 hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted Reading/Language Arts/ELD basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40 hour structured practicum based on the implementation of the R/LA and mathematics instructional materials and the Essential Program Components. This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40 hours of structured practicum in the current district-adopted Reading/Language Arts/ELD	Full implementation means the district validates that the principal and vice-principal(s) have completed the 40 hour administrative training in the current SBE-adopted Reading/Language Arts/ELD core or intervention program materials and current SBE-adopted mathematics program materials and 40 hours of structured practicum. The 40 hours of training provided by a knowledgeable, experienced provider will include at least 32 hours of training in the following: <ul style="list-style-type: none"> 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. The remaining 8 hours focus on the following: <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; 	Objective	Fully 100%	Substantially	Partially	Minimally		
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%		
			<p style="text-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>						

Formatted: Highlight

Formatted: Highlight

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

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

Academic Program Survey—Middle School Level

or intensive reading intervention program and mathematics program materials.

Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40 hours) and 40 hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20 hours) and 20 hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20 hours) and 20 hours of structured practicum. Administrators will also have to complete an online survey as well as these 160 hours of combined training and practicum.

- The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and use of research-based practices to plan and deliver instruction to meet varying student needs.

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

Documentation

Additional Comments

E/LA/ELD & Mathematics

District Completion Records:

Approved Provider Information:

Date of Offerings:

Academic Program Survey—Middle School Level

Attach appropriate documents.

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components 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.	Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs. * Targeted professional development and support may include: <ul style="list-style-type: none"> • 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. 	Objective	Fully	Substantially	Partially	Minimally
			4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p><u>Principal's Professional Development</u> <input checked="" type="checkbox"/> Completed</p> <p>Identify type of professional development/support* and hours (refer to suggested targeted professional development and support list):</p>				

Formatted: Highlight

Formatted: Highlight

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

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

Academic Program Survey—Middle School Level

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

Formatted: Highlight

Formatted: Highlight

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. This requirement is fulfilled when the teacher completes 40 hours of SBE-adopted instructional materials	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. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: <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 	Objective	Fully	Substantially	Partially	Minimally																
			5.2	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>Indicate the number of teachers at each grade level and number completing training and practicum:</p> <table border="1" data-bbox="1140 732 1612 911"> <thead> <tr> <th></th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 8</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>									# of Teachers	40 hour Training	Structured Practicum	Grade 6				Grade 7				Grade 8			
	# of Teachers	40 hour Training	Structured Practicum																				
Grade 6																							
Grade 7																							
Grade 8																							

Formatted: Highlight

Formatted: Highlight

Academic Program Survey—Middle School Level

	<p>training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<p>determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • 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. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Completion Records:			
Approved Provider Information:			
Dates of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components. This requirement is fulfilled when the teacher completes 40 hours of instructional materials	<p>Full implementation means that all teachers of mathematics, Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • 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. 	Objective	Fully	Substantially	Partially	Minimally																				
			5.3	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>Indicate the number of teachers at each grade level and number completing training and practicum:</p> <table border="1" data-bbox="1138 678 1612 911"> <thead> <tr> <th></th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Algebra</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Algebra Readiness</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>									# of Teachers	40 hour Training	Structured Practicum	Grade 6				Grade 7				Algebra				Algebra Readiness			
	# of Teachers	40 hour Training	Structured Practicum																								
Grade 6																											
Grade 7																											
Algebra																											
Algebra Readiness																											

Formatted: Highlight

Formatted: Highlight

Academic Program Survey—Middle School Level

	<p>training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • 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. 	
Documentation		Additional Comments	
	Mathematics		
District Completion Records:			
Approved Provider Information:			
Dates of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

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

Formatted: Highlight

Formatted: Highlight

Academic Program Survey—Middle School Level

Attach appropriate documents.

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.					
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics, including strategic and intensive intervention. Some possible options include trained coaches, content experts and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides mathematics and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current adopted mathematics instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> 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	
				6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center">Key Components</p> <p>Coaches/Content Experts/Specialists: <input 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:</p> <p>Describe criteria used for identifying and providing coaching support:</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:</p>								
Documentation			Additional Comments					
School Plan for Assistance and Support to Teachers:			Mathematics					

Formatted: Highlight

Formatted: Highlight

Academic Program Survey—Middle School Level

Attach appropriate documents.

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted Reading/Language Arts/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments, on a timely basis.</p> <ul style="list-style-type: none"> 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. 	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center">Key Components</p> <p><u>Ongoing Assessment and Monitoring System</u></p> <p><input checked="" type="checkbox"/> District supported electronic data management System</p> <p><input checked="" type="checkbox"/> District wide reporting and analysis of assessment results</p> <p><input checked="" type="checkbox"/> School wide reporting and analysis of assessment results</p> <p><input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide</p> <p><u>Training on Accessing and Using Electronic Data System</u></p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system</p> <p><u>Using Formative Assessment Results</u></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>							

Formatted: Highlight

Formatted: Highlight

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum, embedded; and summative assessments), are used to inform teachers and principals on student placement/ diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> 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	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
<u>Ongoing Assessment and Monitoring System</u>							
<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.							
<u>Training on Accessing and Using Electronic Data System</u>							
<input checked="" type="checkbox"/> Staff trained on using and accessing data _____ from the electronic data system							

Formatted: Highlight

Formatted: Highlight

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	
	Mathematics		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels			
Classroom:			
School:			
District:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

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

Formatted: Highlight

Formatted: Highlight

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

Academic Program Survey—Middle School Level

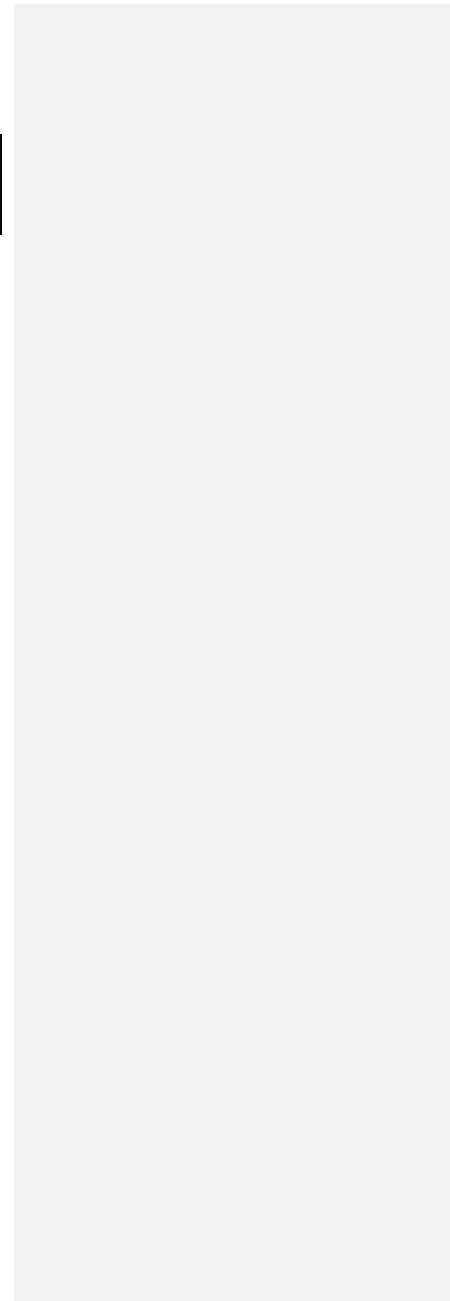
Attach appropriate documents.

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
8. Monthly Collaboration by Grade Level or Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> 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. 	8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <p><u>2</u> Number per month</p> <ul style="list-style-type: none"> <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 				
Documentation		Additional Comments					
Mathematics							

Formatted: Indent: Left: 0.33", Bulleted + Level: 2 + Aligned at: 0.8" + Tab after: 1.05" + Indent at: 1.05", Tab stops: 0.58", List tab + Not at 1.05"

Academic Program Survey—Middle School Level

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



Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in Reading/Language Arts/ELD and the Single Plan for Student Achievement (SPSA).	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in reading/language arts, and ELD, are aligned and prioritized in the Single Plan for Student Achievement (SPSA).</p> <ul style="list-style-type: none"> 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	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;">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					
Reading/Language Arts/ELD							
Plan uses all revenues appropriately							
Attach appropriate documents.							

Formatted: Highlight

Formatted: Highlight

Formatted: Indent: Left: 0.18", Bulleted + Level: 1 + Aligned at: 1.5" + Tab after: 1.75" + Indent at: 1.75", Tab stops: 0.43", List tab + Not at 1.75"

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	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;">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					
		Mathematics					
Plan uses all revenues appropriately							
Attach appropriate documents.							

Formatted: Highlight

Formatted: Highlight

Formatted: Indent: Left: 0.18", Bulleted + Level: 1 + Aligned at: 1.5" + Tab after: 1.75" + Indent at: 1.75", Tab stops: 0.43", List tab + Not at 0.5" + 1.75"