

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 26, 2013

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action  
Vernon Hal, Deputy Superintendent Business & Operations  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

**Action Requested:**

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Alliance Academy.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the School Site 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 Community Schools Strategic Site Plan 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 Community Schools Strategic Site Plan.

**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 2013-2014 Community Strategic Site Plan for Alliance Academy.



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Alliance Academy**

**0112771**

**School Year: 2013-2014**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all 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 and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is 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. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, 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. Thank you!

## 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

Alliance Academy is a middle school serving approximately 360 students in grades 6-8 in East Oakland. Alliance Academy is on the Elmhurst campus and opened in 2006 to provide an solid academic program, with close connections to family and community. In Spring 2010, Alliance Academy was identified as a school needing to significantly improve academic outcomes for students and the school community underwent the process of determining whether or not to apply for a SIG (School Improvement Grant). In Spring 2011, OUSD applied for a SIG grant for Alliance Academy, which was awarded in January 2012. For the past three school years (2009-2010, 2010-2011, 2011-12), the school has had three different administrative teams and a number of teachers new to the school site. For the current 2011-12 school year, Alliance Academy had 11 returning teachers and 5 new teachers as part of the faculty. The school's founding vision has remained constant; however, the high number of staff changes have impacted school operations, instructional cohesiveness and connections to the larger school community (families and community members). Alliance Academy currently offers a middle school program based on academic offerings of English, Math, Social Studies and Science, with elective offerings in Physical Education and computers. Oakland Mayor, Jean Quan, has been to Alliance twice in the spring of 2012. One time was to award students who had received honors in a mural competition for Oakland and the second time was for the grand opening of the Auditorium. The auditorium space serves both campuses and provides over 400 seats and a state of the art performance facility. We have hosted a drama production, two music concerts and a Ballet Folkloric troupe this year and anticipate continued development of our performing arts programs and partnerships. Alliance Academy was one of the schools awarded a SIG (School Improvement Grant) with full implementation beginning in the 2012-2013 school year. These funds will be focused on supporting teacher development through intensive focus and coaching on key instructional practices linked to successful reform efforts. There will be up

to six hours weekly of professional development focused on our school instructional reform strategies as well as our family and community engagement work in service of a robust, healthy school community providing high, equitable academic outcomes for all of our students. We will also expand our afterschool program (extended learning program) and redesign it to align with OUSD College and Career pathways (linked learning) as well as our site instructional goals. Alliance Academy is located in an area of Oakland that has a high rate of violence in the greater community. The school had three security lockdowns during the day and one afterschool this year. In the spring of 2012, a health clinic opened on site to serve our students and families as well as the larger school community. Currently, the clinic has been open approximately one month and is serving routine medical needs of our students and branching out into programming for the summer and school year to blend nutrition and wellness information with physical activity. The school is committed to working in partnership with the Health Clinic to build strong partnerships and programs in service of providing a Full Service Community School at Alliance (on the Elmhurst Campus).

## VISION

The Vision Statement for Alliance Academy (from the founding of Alliance) is: Alliance Academy will empower all children to carry the Torch of Excellence through commitment, community, compassion and courage. Alliance Academy students will be provided with the necessary tools to reach their goals now and in the future as they become vital participants in the 21st Century. Our students will carry their Torch of Excellence into their communities and out into the world. Alliance Academy embraces the TORCH of Excellence and promotes the qualities represented in each letter of the TORCH throughout the schoolday. T = Talent, O = Organization, R = Respect, C = Character, H = Hardwork. The living vision of Alliance Academy is for a thriving school community that focuses on educating and engaging the whole child through a vibrant, clearly articulated, rigorous program, that is inclusive and welcoming for all students. During the three years that students are at Alliance, they will develop their 21st century skills including the skills to work in groups, to think creatively, to persist in problem solving, to know one's culture and to know one's strengths and areas for growth and to graduate with confidence for the future and with a sense of commitment to the greater community. Alliance Academy graduates will learn and demonstrate their learning through technology, experience and traditional academic experiences. Alliance Academy holds a vision of serving each student and working together, with site and community resources, to meet the academic and emotional needs of our students. Alliance Academy will work in partnership with our community and families - creating and maintaining a welcoming space for all. Beginning with the fall of 2012, Alliance will work to realize this vision by supporting changes to our school day and afterschool program in service of the school's vision. In order to provide students with the necessary tools to reach their goals now and in the future as they become vital participants in the 21st century, we will be focusing on teaching to the Common Core by implementing new curriculum, with a focus on instructional coaching and formative assessment, as well as student-centered teaching practices. We are also expanding the elective offerings to students within the school day and during the extended learning program and making programming choices in alignment with the College and Career pathways as well as to ensure equitable access and outcomes for all students. We will be engaging parents and communities through a robust parent-engagement calendar of workshops and partnerships. We will be building compassion and community through our own implementation of restorative practices in service of our students and in service of reducing disciplinary incidents on campus.

## **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**

Alliance Academy's Professional Development Plan and meeting calendar will be developed in the summer of 2012 and will outline both the times that each of the strategic actions will be taken and the outcomes. The professional development plan will link professional development and teacher meeting times, Leadership Team meetings, School Site Council and ELAC, as well as community engagement and partner organization engagement activities. In setting the 2012-2013 calendar, we will also include the key aspects of the plan to be monitored by that time, the implementation steps for Alliance's strategic actions and the methods of reporting on progress. Alliance Academy will be implementing year one of a three year School Improvement Grant (SIG) which also includes regular (weekly, monthly and quarterly) review of student performance data, implementation of programs, and review of attendance and discipline data. The monitoring systems for this grant will be incorporated into the other governance structures cited above as well as through twice a month meetings with the Office of School Transformation.

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

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

School: Alliance Academy

Principal: CHERYL LANA

#### 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 Quality Standards relevant to this Strategic Priority

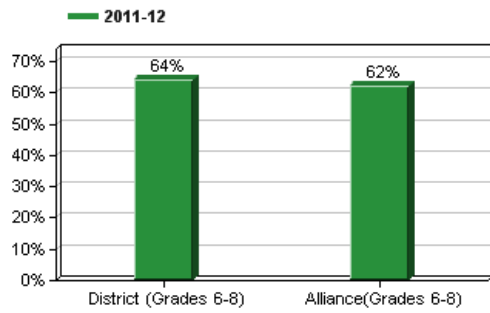
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### Benchmark

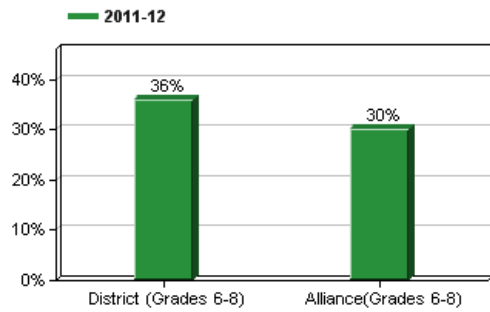


**ELA MidYear % At/Above BMark in Reading Comprehension**

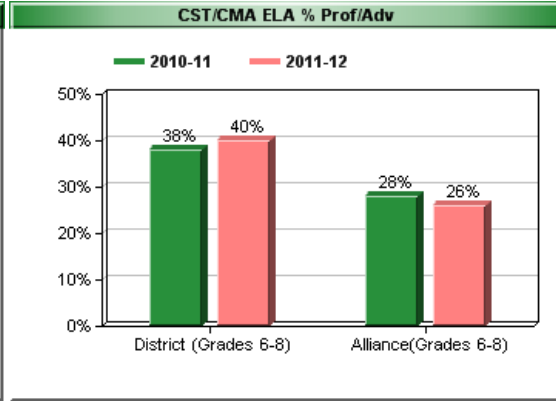
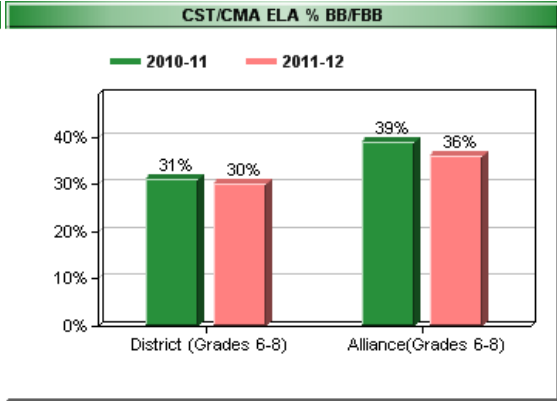
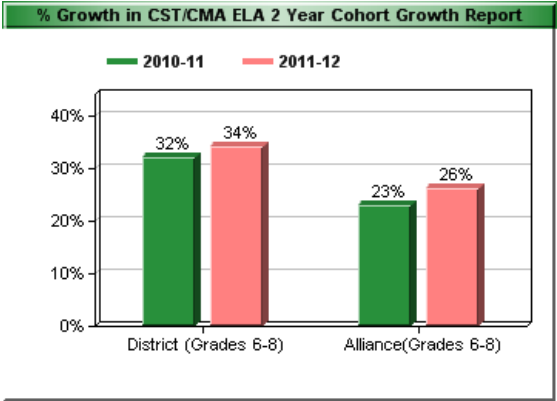


**CELDT**

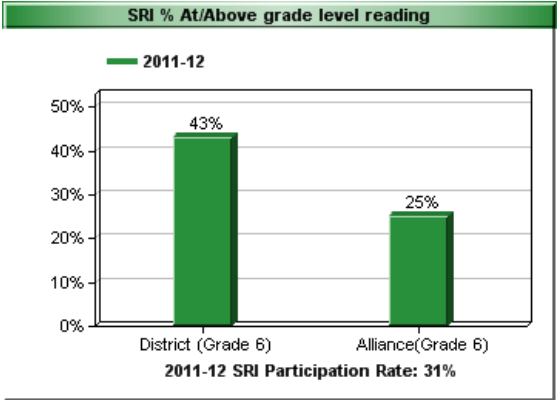
**% Growth in CELDT 2 Year Cohort Growth Report**



**CST**



**SRI**



**School Data**

- Grade 6 ELA Benchmark Scores - Benchmark 1: Percentage of Students at Benchmark or Above (29%; 23%; 19% and 23%)
- Grade 6 ELA Benchmark Scores - Benchmark 2: Percentage of Students at Benchmark or Above (50%, 55%, 50% and 69%)

**Data Analysis**

- Currently, only 26% of Alliance Academy students are proficient and advanced in English Language Arts, (CST) and 12 percentage points below district average for two year growth. Alliance showed 3% growth in CST ELA in 2011-12 in 2 year cohort.
- Grade Distribution (high number of students failing core academic classes) also points to significant obstacles in the classroom.
- SRI participation for 2012-2013 is increasing which provides another measure for our site to use in assessing growth and placement into ELA or math intervention classes.

**Theory of Action**

- Enduring learning and the ability to access rigorous content comes from a solid foundation in literacy (what to read, how to read and analytical tools to take in information).
- Enduring learning and engagement comes from intentional and regular use of culturally relevant curriculum and content that reflects high academic expectations and the cultures and experiences of the students in the school community.
- Enduring learning and engagement result from strategic and systematic teaching practices based on formative and summative testing information and the use of this data with teachers, students and families.
- Enduring learning and the ability to access rigorous content for multi-lingual students results from systematically incorporated English Language Development standards into literacy across the curriculum.
- Preparing for the habits of mind in Common Core requires a curriculum and teaching pedagogy (practices) aligned to Common Core. This includes focusing on strategies that support student-to-student thinking and talk and increasing levels of rigor.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional development on the sustained and systematic English Language Development needs of EL students.					5/18/2012	224SQI1A2384	Targeted Professional Development in ELD strategies across the curriculum	N/A			0	\$0.00
All teachers will work in structured department meeting PD sessions weekly to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.					4/5/2013	224SQI1A4776	Fund extended contract hours for department meetings and professional development.	3180-SIG - ORIGINAL - 2008	1122-TEACHERS SALARIES EXTRA COMP		0	\$60,000.00
Instructional leadership team to meet weekly (every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI1A2848	Instructional Leadership Team formed and supported by SIG Coaches for weekly meetings.	N/A			0	\$0.00
Instructional leadership team to meet weekly (every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI1A3969	Fund a full time leadership coach to support teacher leader development, planning and facilitating of Instructional Leadership Team meeting.	3180-SIG - ORIGINAL - 2008		SCHICH9999	1	\$125,831.50
Instructional leadership team to meet weekly (every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI1A5285	Fund a full time math coach	3180-SIG - ORIGINAL - 2008		TC111F0096	1	\$78,442.73
Instructional leadership team to meet weekly (every two weeks) to plan school wide professional development related to instruction, monitor					4/3/2013	224SQI1A5286	Fund a full time ELA coach	3180-SIG - ORIGINAL - 2008		TC111F0098	1	\$97,171.08

implementation and progress and share out results with SSC and full faculty.													
Target literacy needs of students testing FBB or three or more grade levels below. Offer targeted supports to raise literacy/reading level.	Local assessments (benchmarks, PWA)	FBB, BB	Monthly	Leadership Team	4/5/2013	224SQI1A4905	Hire Reading Specialist	3180-SIG - ORIGINAL - 2008		C11TSA9999	1	\$74,653.96	
Target literacy needs of students testing FBB or three or more grade levels below. Offer targeted supports to raise literacy/reading level.	Grades/GPA	FBB, BB		Leadership Team	4/5/2013	224SQI1A5264	Purchase of supplies to support increased access to academic content in all areas of students testing FBB or BB in literacy. Supplies purchased will support school wide instructional focus and directly connect to access to rigor and grade level content.	3010-Title I	4310-SUPPLIES		0	\$4,146.45	
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.		English Learners			4/5/2013	224SQI1A1219	English Teachers will provide additional targeted support to students during Advisory period. Students scheduled based on LEP Level	7091-EIA - LEP		K12TCH0709	0.2	\$7,892.24	
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	CELDT	English Learners	Weekly	Department Head	4/5/2013	224SQI1A1220	Hire an ELD teacher to teach up to three sections of ELD as an extra class for students at CELDT levels 1, 2 or 3.	3180-SIG - ORIGINAL - 2008		K12TCH9999	0.5	\$27,164.04	
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	Local assessments (benchmarks, PWA)	English Learners	Every Semester	Department Head	4/5/2013	224SQI1A1257	Purchase of supplemental instructional materials for English for use during Advisory period and afterschool.	7091-EIA - LEP	4200-BOOKS- OTHER THAN TEXTBOOKS		0	\$1,500.00	
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.		English Learners			4/5/2013	224SQI1A5157	English Teacher will provide additional targeted support to student during Advisory period. Students scheduled based on LEP Level	7091-EIA - LEP		K12TCH2007	0.2	\$12,230.39	
English teachers will teach an advisory period focused on providing targeted support to English		English Learners			4/5/2013	224SQI1A5158	English Teacher will provide additional targeted support to students during target	7091-EIA - LEP		K12TCH2009	0.2	\$7,891.24	

Language Learners above and beyond the English class.							ELA class, focused on Long-Term ELD Students					
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	Grades/GPA	English Learners		Department Head	4/5/2013	224SQI1A5262	Purchase of supplies for use with EL students in all academic classes and in ELD sections to boost accessibility to academic content.	7091-EIA - LEP			0	\$666.48
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.		All Students			5/6/2013	224SQI1A2821	Weekly data-based department meetings focused on cycle of inquiry related to schoolwide instructional goal, examining student work and implementing instructional strategy focused on specific techniques to increase amount and level of student talk in the classroom).	N/A			0	\$0.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.	Grades/GPA	All Students	Weekly	Principal	5/6/2013	224SQI1A5271	Purchase of materials to directly and indirectly support classrooms in meeting school wide plan for instruction.	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES		0	\$15,000.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.		All Students	Every Semester	Grade level team	5/6/2013	224SQI1A5277	Field trips for each grade in support of instructional goals.	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES		0	\$10,000.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy.					5/6/2013	224SQI1A5646	Fund food for professional	3180-SIG - ORIGINAL -	4311-MEETING		0	\$7,000.00

Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.							development twice a month for all staff.	2008	REFRESHMENTS			
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.	Local assessments (benchmarks, PWA)	GATE	Monthly		5/6/2013	224SQI1A6060	Use of data to provide acceleration lessons, activities and enrichment to GATE identified students.	N/A			0	\$0.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	CELDT	English Learners	Every Semester	Department Head	5/15/2013	224SQI1A1255	Teachers will attend trainings on English Language Learners and effective classroom practices to foster literacy and systematic language development.	7091-EIA - LEP	5220-CONFERENCE EXPENSE		0	\$2,500.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	English Learners	Every Semester		5/15/2013	224SQI1A1256	Purchase of supplemental materials related to training and instructional focus on English Learners	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$3,000.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	English Learners	Every Semester	Principal	5/15/2013	224SQI1A3947	Fund substitutes to cover teachers' conference attendance	3181-SIG	1150-TEACHERS SUBSTITUTES		0	\$0.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.		All Students	End of Year	Leadership Team	5/15/2013	224SQI1A5216	Purchase of supplemental materials related to core curriculum and including culturally relevant content.	3010-Title I			0	\$2,500.00
Content area teachers will receive additional							Site professional development via departments and once a month all					

training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	FBB, BB	Every Other Week		5/15/2013	224SQI1A5217	school professional development on high impact instructional strategies that connect formative assessment from classroom to instruction.	N/A			0	\$0.00
English Language Arts teachers will work in departments to develop quarterly units focusing on academic literacy strategies in collaboration with whole school. Use of SRI scores (fall, mid-year and spring) to drive reading strategy selection and emphasis of free-choice reading.	SRI	All Students		Leadership Team	4/5/2013	224SQI1A4772	Instructional Leadership Team will create an academic literacy goal based on SRI and CST reading scores and targeted for whole school. This will be one key instructional focus on the ILT for 2013-2014	N/A			0	\$0.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core).					4/5/2013	224SQI1A2381	Springboard English Curriculum	N/A			0	\$0.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core).					4/5/2013	224SQI1A3950	Provide retreat for teachers for professional development	3180-SIG - ORIGINAL - 2008	5200-TRAVEL AND CONFERENCES		0	\$15,000.00



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

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

School: Alliance Academy

Principal: CHERYL LANA

#### 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:

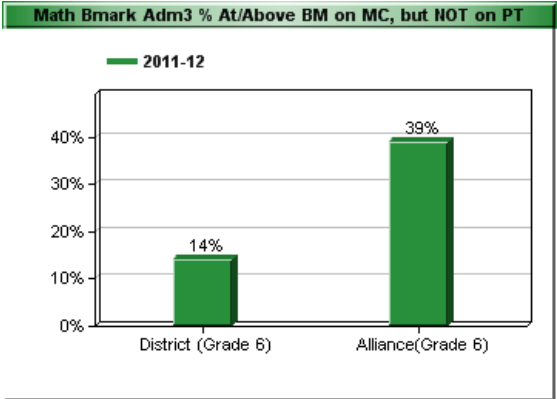
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

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

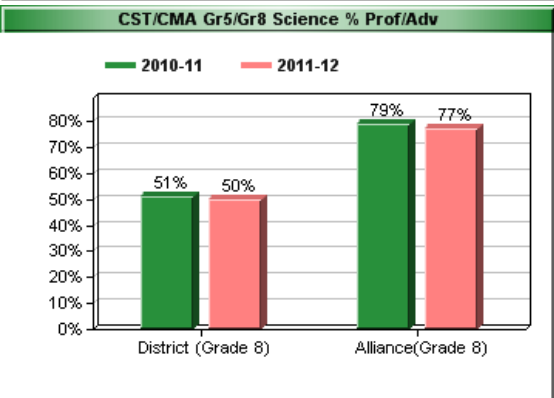
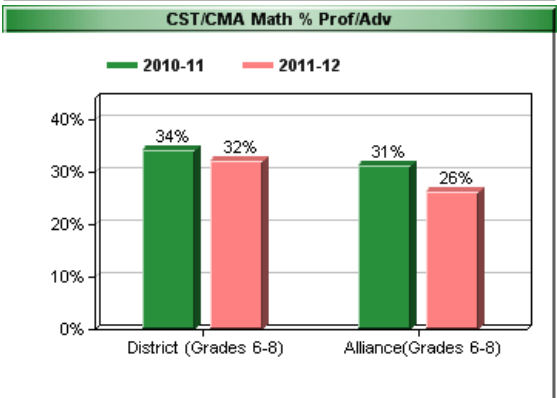
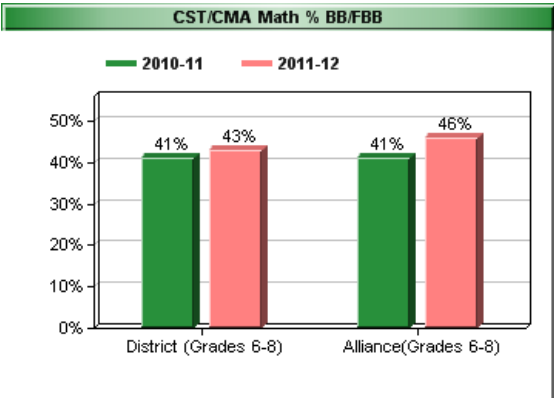
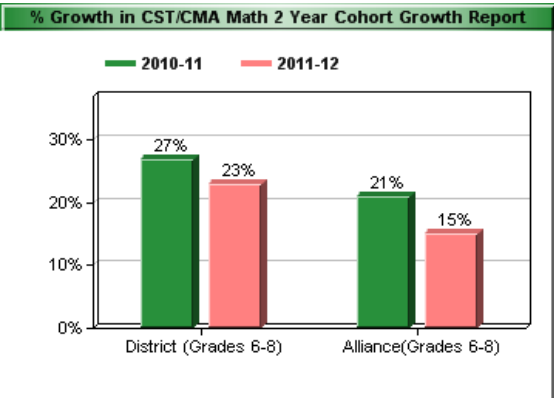
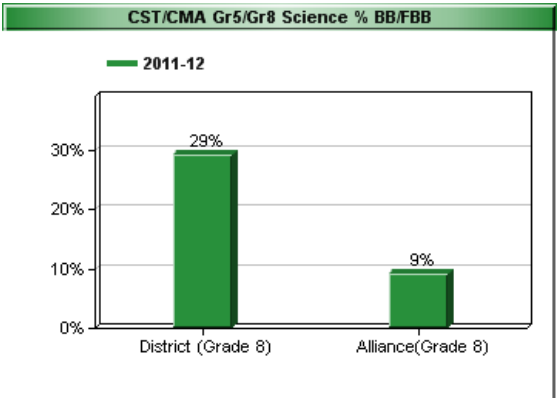
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### Benchmark



**CST**



### School Data

- Life Science and Physical Science needed to align to National Science Standards (common core) and to have a developed pacing guide for the year that includes experiments, labs and presence of engineering.

### Data Analysis

- CST Data in math shows 46% of our students are at below basic or far below basic in Math only 15% made growth in math.

### Theory of Action

- Enduring learning and the ability to access rigorous content comes from a solid foundation in mathematical thinking, concepts and vocabulary (mathematical literacy).
- Enduring learning and engagement results from the use of effective instructional strategies focused on student thinking and student-to-student talk.
- Adults working with classroom data on a weekly basis have vital information to target student strengths and areas of growth in a timely basis.
- Deep understanding of science, technology and engineering comes from application of concepts and learning and inquiry. A transition to student application of learning as the majority of the instruction will support STEM learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All teachers will work in structured department meeting PD sessions weekly to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.					4/5/2013	224SQI1B4776	Fund extended contract hours for department meetings and professional development.	3180-SIG - ORIGINAL - 2008	1122-TEACHERS SALARIES EXTRA COMP		0	\$60,000.00
Instructional leadership team to meet weekly (every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI1B2848	Instructional Leadership Team formed and supported by SIG Coaches for weekly meetings.	N/A			0	\$0.00
Instructional leadership team to meet weekly (every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI1B3969	Fund a full time leadership coach to support teacher leader development, planning and facilitating of Instructional Leadership Team meeting.	3180-SIG - ORIGINAL - 2008		SCHICH9999	1	\$125,831.50
Instructional leadership team to meet weekly (every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI1B5285	Fund a full time math coach	3180-SIG - ORIGINAL - 2008		TC11IF0096	1	\$78,442.73
Instructional leadership team to meet weekly (every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI1B5286	Fund a full time ELA coach	3180-SIG - ORIGINAL - 2008		TC11IF0098	1	\$97,171.08
Math teachers will provide additional targeted support to							Math teacher will provide					

English Learner students performing below grade level in math during an advisory period.		English Learners			4/5/2013	224SQI1B1240	targeted support to English Learners in math during an advisory period.	7091-EIA - LEP		K12TCH1557	0.2	\$10,705.85
Math teachers will provide additional targeted support to English Learner students performing below grade level in math during an advisory period.					4/5/2013	224SQI1B1258	Provide/purchase supplementary instructional materials for use during Advisory and afterschool for English Learners to support math.	N/A			0	\$0.00
Increase technology resources for students and faculty, including professional development for technological resources.					4/5/2013	224SQI1B3154	Purchase technology for classroom use to supplement purchase from Spring 2013 following technology audit and creation of technology master plan (created April-July 2013)	3180-SIG - ORIGINAL - 2008			0	\$5,000.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.	Other (OCR, etc)	All Students	Monthly	Leadership Team	4/3/2013	224SQI1B3153	Instructional Technology Committee to pilot increased instructional technology within core classrooms. IT Committee to meet monthly. Purchase of additional computers to support IT team plan.	3180-SIG - ORIGINAL - 2008	4315-COMPUTER SUPPLIES		0	\$5,000.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.					4/3/2013	224SQI1B5218	OUSD Tech Audit and site tech audit to evaluate infrastructure and initial hardware purchase to support use of technology daily in three pilot blended learning classrooms.	N/A			0	\$0.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.					4/3/2013	224SQI1B5219	IT Committee to attend conference (Summer 2013 or Fall 2013) to increase capacity and gain more information for development of 3-5 year Alliance technology plan and technology standards.	N/A			0	\$0.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.	Other (OCR, etc)	All Students	End of Year	Principal	4/3/2013	224SQI1B5269	Purchase of additional computers to support Instructional Technology Design Team plan (in collaboration with departments and Instructional Leadership Team).	3180-SIG - ORIGINAL - 2008	4420-Computer \$500-4,999		0	\$5,000.00
Math teachers will provide additional targeted support to		FBB, BB			4/5/2013	224SQI1B1238	Teacher will provide targeted support to students identified as below grade level in	7090-EIA -		K12TCH1606	0.2	\$11,551.82

students below grade level during an advisory period.		and BAS					math through an advisory period focused on math.	SCE				
Math teachers will provide additional targeted support to students below grade level during an advisory period.	Local assessments (benchmarks, PWA)	FBB, BB			4/5/2013	224SQI1B5281	Hire math intervention teacher.	3180-SIG - ORIGINAL - 2008		K12TCH9999	0.5	\$65,675.08

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

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

School: Alliance Academy

Principal: CHERYL LANA

#### From OUSD Strategic Plan:

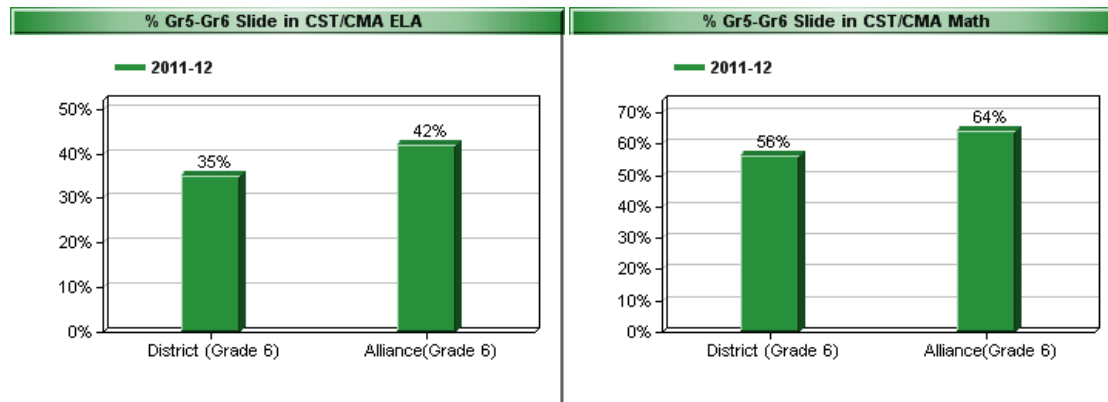
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the 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 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

#### CST



#### School Data

- School suspensions for 2011-12 : Total suspensions from August to June were 410 days of suspension.
- 

#### Data Analysis

- Alliance Academy has a high number of referrals (time out of class) for disruption or defiance. This indicates that changes are needed in both the content

of classes (culturally relevant curriculum) as well as the teaching methods (shift to common c

- Grade distribution also identifies need to provide daily supports for work completion and other academic habits. This was a concern in our focus on preparing students for high school last year as well.
- CST data shows a significant slide for students in CST MA at Alliance. The need to urgently attend to math instruction and performance is clear. Close to half of our students slide in grade 6 and close to 2/3 in grade 8. This indicates a serious

#### Theory of Action

- Small school communities allow for personalization of school for individual students.
- Students excel academically when social/emotional needs are met and resources supporting resiliency are systematized.
- Students excel academically when curriculum and teaching practices are developmentally appropriate and reflect the cultures and communities represented in our school and in Oakland.
- Students excel academically when rigor and content are age appropriate and supports and built into rigorous and relevant lessons.
- Students excel academically when supported to learn content through problem-posing, problem solving, application and inquiry.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase technology resources for students and faculty, including professional development for technological resources.					4/5/2013	224SQ1C3154	Purchase technology for classroom use to supplement purchase from Spring 2013 following technology audit and creation of technology master plan (created April-July 2013)	3180-SIG - ORIGINAL - 2008			0	\$5,000.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.	Other (OCR, etc)	All Students	Monthly	Leadership Team	4/3/2013	224SQ1C3153	Instructional Technology Committee to pilot increased instructional technology within core classrooms. IT Committee to meet monthly. Purchase of additional computers to support IT team plan.	3180-SIG - ORIGINAL - 2008	4315-COMPUTER SUPPLIES		0	\$5,000.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.					4/3/2013	224SQ1C5218	OUSD Tech Audit and site tech audit to evaluate infrastructure and initial hardware purchase to support use of technology daily in three pilot blended learning classrooms.	N/A			0	\$0.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.					4/3/2013	224SQ1C5219	IT Committee to attend conference (Summer 2013 or Fall 2013) to increase capacity and gain more information for development of 3-5 year Alliance technology plan and technology standards.	N/A			0	\$0.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.	Other (OCR, etc)	All Students	End of Year	Principal	4/3/2013	224SQ1C5269	Purchase of additional computers to support Instructional Technology Design Team plan (in collaboration with departments and Instructional Leadership Team).	3180-SIG - ORIGINAL - 2008	4420-Computer \$500-4,999		0	\$5,000.00
Use a curriculum for English and Math closely aligned to Common Core Standards (Springboard) in all English and Math classrooms.					4/1/2013	224SQ1C2892	Curriculum for English and Math (Springboard - Common Core aligned).	N/A			0	\$0.00
Use a curriculum for English and Math closely aligned to Common Core Standards (Springboard) in all					4/1/2013	224SQ1C3964	Provide supplies to implement curriculum including instructional materials (cooperative group materials,	N/A			0	\$0.00

English and Math classrooms.						whiteboards, composition books)					
Continue implementation of Conflict Resolution program that includes adult led-mediations as well as development of peer leaders, with emphasis on restorative practices.	Discipline/CSC	All Students		4/3/2013	224SQI1C3159	Continue full-time Conflict Resolution Program for student to student prevention/resolution of issues. Restorative Justice Coordinator to oversee and manage this program, including system for referrals and tracking and follow-up. Coordinate with COST team.	3180-SIG - ORIGINAL - 2008			0	\$0.00
Continue implementation of Conflict Resolution program that includes adult led-mediations as well as development of peer leaders, with emphasis on restorative practices.	Discipline/CSC	All Students		4/3/2013	224SQI1C5221	Elective program to train and increase the capacity of students to use conflict resolution strategies in mediations and through classroom based advisory/circles.	N/A			0	\$0.00
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).				4/5/2013	224SQI1C2383	Create elective course offerings strategically and hire instructors in performing arts, business/tech, world languages, leadership, applied arts and enrichment (writing, math/science)	N/A			0	\$0.00
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).		All Students		4/5/2013	224SQI1C5279	Hire a second PE teacher.	3180-SIG - ORIGINAL - 2008		K12TCH1597	0.5	\$38,624.56
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).		All Students		4/5/2013	224SQI1C5280	Hire a world language teacher (Spanish for Native Speakers, Spanish) to teach elective and push in elective classes to support teacher release periods.	3180-SIG - ORIGINAL - 2008		K12TCH9999	0.5	\$38,253.29
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).				4/5/2013	224SQI1C5287	Hire a music teacher	3180-SIG - ORIGINAL - 2008		K12TCH2134	0.5	\$36,413.83
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).				4/5/2013	224SQI1C5624	Fund elective offerings during the day for performing and visual arts (drama, dance, music, art).	3180-SIG - ORIGINAL - 2008			0	\$60,000.00
Individual Learning Plans for each student as a part of grade level curriculum and supports.	Survey data (CHKS, etc.)			4/5/2013	224SQI1C2382	Individualization through Individual Learning Plans. Plans to be used in Advisory and integrated into grade level/school wide marking periods and student-led conferences.	N/A			0	\$0.00

Individual Learning Plans for each student as a part of grade level curriculum and supports.	Grades/GPA	All Students		Grade level team	4/5/2013	224SQ11C5266	Purchase of supplies to support creation of and Fund Fund person and program to maintain of Individual Learning Plans for all students.	3010-Title I	4310-SUPPLIES		0	\$500.00
Individual Learning Plans for each student as a part of grade level curriculum and supports.					4/5/2013	224SQ11C5661		N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQ11C2248	School Behavior Plan based on PBIS planning and resources.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Other	4/5/2013	224SQ11C3955	TSA for School Climate and Culture to be member of PBIS team and coordinate implementation with School Climate yearly plan.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQ11C5224	School-wide plan to teach common school wide expectations (PBIS based) and aligned to Restorative Practices. This is to be developed Summer 2013, incorporated into retreat August 2013 and taught explicitly in August/September 2013 and reinforced, monitored monthly through School Climate/Discipline Team monthly.	N/A			0	\$0.00

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

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

School: Alliance Academy

Principal: CHERYL LANA

#### 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.

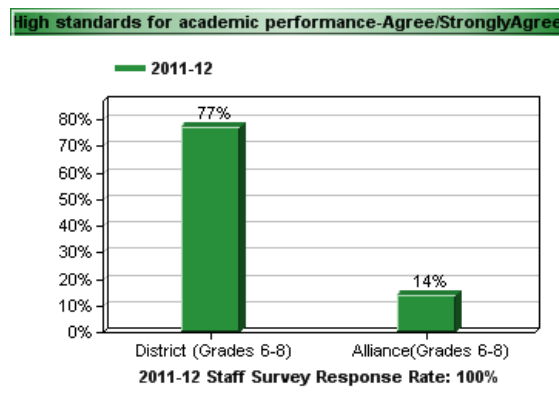
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

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

A quality school...

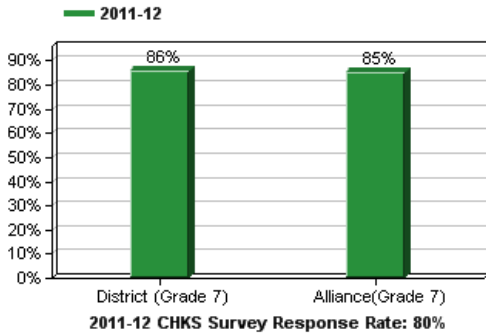
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### Survey - High Standards

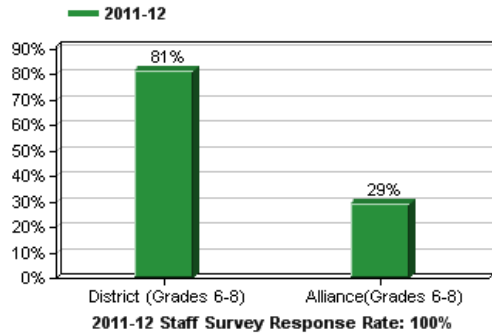


#### Survey - Success

**Plan to go to college after high schools-Very/Pretty Much True**



**School promotes academic success. \_\_\_% Agree/Strongly Agree**



**Theory of Action**

- Alliance Academy is intentionally bringing in more explicit opportunities to expose students to variety of College and Career options and skills. This will be through field trips, elective offerings, afterschool program and presentations.
- Alliance Academy will emphasize the specific college and career skills connected with the classroom learning. Springboard ELA and Math cohorts will incorporate this as will the STEM work through the switch to the National Science Standards.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All teachers will work in structured department meeting PD sessions weekly to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.					4/5/2013	224SQI1D4776	Fund extended contract hours for department meetings and professional development.	3180-SIG - ORIGINAL - 2008	1122-TEACHERS SALARIES EXTRA COMP		0	\$60,000.00
Target literacy needs of students testing FBB or three or more grade levels below. Offer targeted supports to raise literacy/reading level.	Local assessments (benchmarks, PWA)	FBB, BB	Monthly	Leadership Team	4/5/2013	224SQI1D4905	Hire Reading Specialist	3180-SIG - ORIGINAL - 2008		C11TSA9999	1	\$74,653.96
Target literacy needs of students testing FBB or three or more grade levels below. Offer targeted supports to raise literacy/reading level.	Grades/GPA	FBB, BB		Leadership Team	4/5/2013	224SQI1D5264	Purchase of supplies to support increased access to academic content in all areas of students testing FBB or BB in literacy. Supplies purchased will support school wide instructional focus and directly connect to access to rigor and grade level content.	3010-Title I	4310-SUPPLIES		0	\$4,146.45
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.		English Learners			4/5/2013	224SQI1D1219	English Teachers will provide additional targeted support to students during Advisory period. Students scheduled based on LEP Level	7091-EIA - LEP		K12TCH0709	0.2	\$7,892.24
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	CELDT	English Learners	Weekly	Department Head	4/5/2013	224SQI1D1220	Hire an ELD teacher to teach up to three sections of ELD as an extra class for students at CELDT levels 1, 2 or 3.	3180-SIG - ORIGINAL - 2008		K12TCH9999	0.5	\$27,164.04
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	Local assessments (benchmarks, PWA)	English Learners	Every Semester	Department Head	4/5/2013	224SQI1D1257	Purchase of supplemental instructional materials for English for use during Advisory period and afterschool.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$1,500.00
English teachers will teach an advisory period focused on providing targeted		English					English Teacher will provide additional targeted support to	7091-EIA -				

support to English Language Learners above and beyond the English class.		Learners			4/5/2013	224SQI1D5157	student during Advisory period. Students scheduled based on LEP Level	LEP		K12TCH2007	0.2	\$12,230.39
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.		English Learners			4/5/2013	224SQI1D5158	English Teacher will provide additional targeted support to students during target ELA class, focused on Long-Term ELD Students	7091-EIA - LEP		K12TCH2009	0.2	\$7,891.24
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	Grades/GPA	English Learners		Department Head	4/5/2013	224SQI1D5262	Purchase of supplies for use with EL students in all academic classes and in ELD sections to boost accessibility to academic content.	7091-EIA - LEP			0	\$666.48
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).					4/5/2013	224SQI1D2383	Create elective course offerings strategically and hire instructors in performing arts, business/tech, world languages, leadership, applied arts and enrichment (writing, math/science)	N/A			0	\$0.00
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).		All Students			4/5/2013	224SQI1D5279	Hire a second PE teacher.	3180-SIG - ORIGINAL - 2008		K12TCH1597	0.5	\$38,624.56
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).		All Students			4/5/2013	224SQI1D5280	Hire a world language teacher (Spanish for Native Speakers, Spanish) to teach elective and push in elective classes to support teacher release periods.	3180-SIG - ORIGINAL - 2008		K12TCH9999	0.5	\$38,253.29
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).					4/5/2013	224SQI1D5287	Hire a music teacher	3180-SIG - ORIGINAL - 2008		K12TCH2134	0.5	\$36,413.83
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).					4/5/2013	224SQI1D5624	Fund elective offerings during the day for performing and visual arts (drama, dance, music, art).	3180-SIG - ORIGINAL - 2008			0	\$60,000.00

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

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

School: Alliance Academy

Principal: CHERYL LANA

#### 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 Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

#### School Data

- Alliance Academy has 148 students (41%) who are identified as English Learners. Of those 148 students, 102 are Long Term English Learners (3 or more years in US Schools). Alliance Academy's largest EL population is long-term English learners (69%).
- In the area of literacy, 36% of our students are reading between 2 and 6 years below grade level, according to mid-year SRI lexile levels.

#### Data Analysis

- Alliance Academy must outline a targeted plan to support English Learners at Alliance Academy. The targeted plan must also be tailored to meet the needs of long-term English Learners (our largest student sub-group in EL 69%).
- Alliance Academy will include explicit naming of strategies to support use of academic language, increased times for student talk in each class, and increased writing and writing feedback - strategies identified as most effective for this group.
- Through English classes, Alliance will continue to focus on use of data related to literacy for instruction and to share with students to raise their fluency and increase frequency and opportunities for reading.
- Students will be intentionally placed in Advisories which will allow for targeted support on Focal 15 students.

#### Theory of Action

- Alliance Academy has the goal for each and every student to meet and exceed grade level content standards as well as having the habits of mind to independently learn and be prepared for high school. Alliance Academy will work from multiple, regular
- All adults at Alliance Academy will work together to build their understanding of student needs of our students in each of these sub-groups (learning about context, community and individuals) to build an equitable and understanding community.
- All adults at Alliance Academy will work together to identify 2-3 key practices to support each group at Alliance as part of our department and grade level professional development plan.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.		English Learners			4/5/2013	224SQ1E1219	English Teachers will provide additional targeted support to students during Advisory period. Students scheduled based on LEP Level	7091-EIA - LEP		K12TCH0709	0.2	\$7,892.24
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	CELDT	English Learners	Weekly	Department Head	4/5/2013	224SQ1E1220	Hire an ELD teacher to teach up to three sections of ELD as an extra class for students at CELDT levels 1, 2 or 3.	3180-SIG - ORIGINAL - 2008		K12TCH9999	0.5	\$27,164.04
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	Local assessments (benchmarks, PWA)	English Learners	Every Semester	Department Head	4/5/2013	224SQ1E1257	Purchase of supplemental instructional materials for English for use during Advisory period and afterschool.	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$1,500.00
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.		English Learners			4/5/2013	224SQ1E5157	English Teacher will provide additional targeted support to student during Advisory period. Students scheduled based on LEP Level	7091-EIA - LEP		K12TCH2007	0.2	\$12,230.39
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.		English Learners			4/5/2013	224SQ1E5158	English Teacher will provide additional targeted support to students during target ELA class, focused on Long-Term ELD Students	7091-EIA - LEP		K12TCH2009	0.2	\$7,891.24
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	Grades/GPA	English Learners		Department Head	4/5/2013	224SQ1E5262	Purchase of supplies for use with EL students in all academic classes and in ELD sections to boost accessibility to academic content.	7091-EIA - LEP			0	\$666.48
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of		All Students			5/6/2013	224SQ1E2821	Weekly data-based department meetings focused on cycle of inquiry related to schoolwide instructional goal, examining student work and implementing instructional strategy focused on specific	N/A			0	\$0.00

strategies to evidence increasingly complex student work/increase rigor.							techniques to increase amount and level of student talk in the classroom).					
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.	Grades/GPA	All Students	Weekly	Principal	5/6/2013	224SQ1E5271	Purchase of materials to directly and indirectly support classrooms in meeting school wide plan for instruction.	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES		0	\$15,000.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.		All Students	Every Semester	Grade level team	5/6/2013	224SQ1E5277	Field trips for each grade in support of instructional goals.	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES		0	\$10,000.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.					5/6/2013	224SQ1E5646	Fund food for professional development twice a month for all staff.	3180-SIG - ORIGINAL - 2008	4311-MEETING REFRESHMENTS		0	\$7,000.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.	Local assessments (benchmarks, PWA)	GATE	Monthly		5/6/2013	224SQ1E6060	Use of data to provide acceleration lessons, activities and enrichment to GATE identified students.	N/A			0	\$0.00
Content area teachers							Teachers will attend					

will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	CELDT	English Learners	Every Semester	Department Head	5/15/2013	224SQ1E1255	trainings on English Language Learners and effective classroom practices to foster literacy and systematic language development.	7091-EIA - LEP	5220-CONFERENCE EXPENSE		0	\$2,500.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	English Learners	Every Semester		5/15/2013	224SQ1E1256	Purchase of supplemental materials related to training and instructional focus on English Learners	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$3,000.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	English Learners	Every Semester	Principal	5/15/2013	224SQ1E3947	Fund substitutes to cover teachers' conference attendance	3181-SIG	1150-TEACHERS SUBSTITUTES		0	\$0.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.		All Students	End of Year	Leadership Team	5/15/2013	224SQ1E5216	Purchase of supplemental materials related to core curriculum and including culturally relevant content.	3010-Title I			0	\$2,500.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	FBB, BB	Every Other Week		5/15/2013	224SQ1E5217	Site professional development via departments and once a month all school professional development on high impact instructional strategies that connect formative assessment from classroom to instruction.	N/A			0	\$0.00
English Language Arts teachers will work in departments to develop quarterly units focusing on academic literacy strategies in collaboration with whole school. Use of SRI scores (fall, mid-year and spring) to drive reading strategy selection and emphasis of free-choice reading.	SRI	All Students		Leadership Team	4/5/2013	224SQ1E4772	Instructional Leadership Team will create an academic literacy goal based on SRI and CST reading scores and targeted for whole school. This will be one key instructional focus on the ILT for 2013-2014	N/A			0	\$0.00
							Teacher will provide					

Math teachers will provide additional targeted support to students below grade level during an advisory period.		FBB, BB and BAS			4/5/2013	224SQI1E1238	targeted support to students identified as below grade level in math through an advisory period focused on math.	7090-EIA - SCE		K12TCH1606	0.2	\$11,551.82
Math teachers will provide additional targeted support to students below grade level during an advisory period.	Local assessments (benchmarks, PWA)	FBB, BB			4/5/2013	224SQI1E5281	Hire math intervention teacher.	3180-SIG - ORIGINAL - 2008		K12TCH9999	0.5	\$65,675.08
Individual Learning Plans for each student as a part of grade level curriculum and supports.	Survey data (CHKS, etc.)				4/5/2013	224SQI1E2382	Individualization through Individual Learning Plans. Plans to be used in Advisory and integrated into grade level/school wide marking periods and student-led conferences.	N/A			0	\$0.00
Individual Learning Plans for each student as a part of grade level curriculum and supports.	Grades/GPA	All Students		Grade level team	4/5/2013	224SQI1E5266	Purchase of supplies to support creation of and Fund Fund person and program to maintain of Individual Learning Plans for all students.	3010-Title I	4310-SUPPLIES		0	\$500.00
Individual Learning Plans for each student as a part of grade level curriculum and supports.					4/5/2013	224SQI1E5661		N/A			0	\$0.00
English Language Arts teachers will work extensively with onsite teams on increasing use of data about English Learners and refining lessons and extended time for students to meet English Language Arts and ELD goals.					5/18/2012	224SQI1E4773		N/A			0	\$0.00
Math Department will work on structuring class for increased student talk using OUSD Vital Behaviors (5x8 card) as a guide and implementing Springboard curriculum and strategies as part of Springboard COHORT (SIG and OUSD).	Local assessments (benchmarks, PWA)	All Students		Department Head	4/3/2013	224SQI1E4771	Math teachers will continue with Springboard Cohort PD (2x month all schools by grade level and 2x month by department). SMARTE goal for instruction will focus on vital behavior of explaining thinking and second sentences.	N/A			0	\$0.00
Implementation of Repsonse to Intervention (Tier 1, Tier 2 and Tier 3 Responses) by identifying effective							Hire TSA to develop,					

interventions in place and developing addition ones in concert with PBIS, Restorative Justice and department work on academics and differentiation.		All Students		Principal	4/5/2013	224SQ1E4775	monitor, coach and lead RTI implementation.	3180-SIG - ORIGINAL - 2008		C10TSA0027	0.75	\$58,286.60
Implementation of Repsonse to Intervention (Tier 1, Tier 2 and Tier 3 Responses) by identifying effective interventions in place and developing addition ones in concert with PBIS, Restorative Justice and department work on academics and differentiation.					4/5/2013	224SQ1E5282		N/A			0	\$0.00

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

### Strategic Priority F. Extending Learning Time

School: Alliance Academy

Principal: CHERYL LANA

#### From OUSD Strategic Plan:

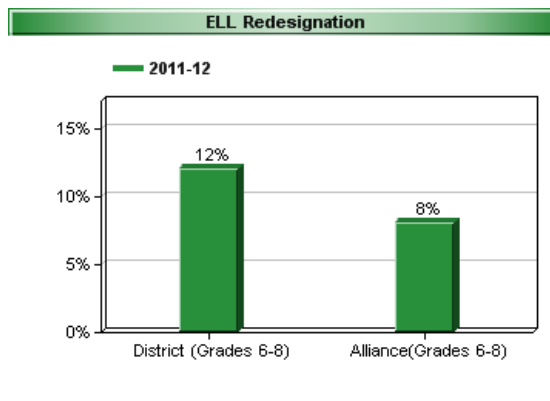
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

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

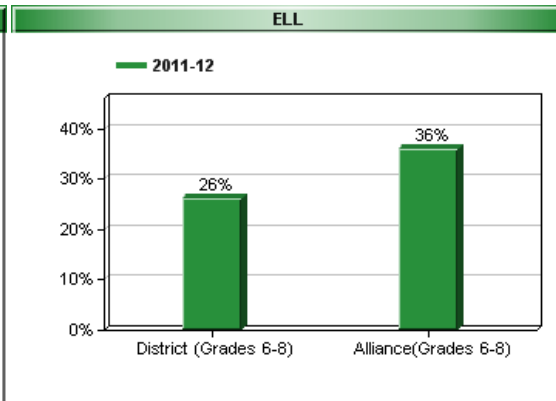
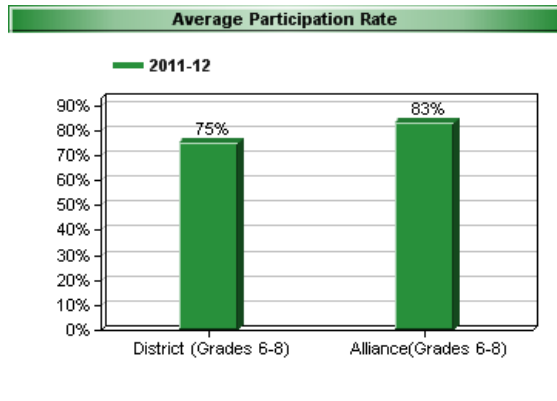
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

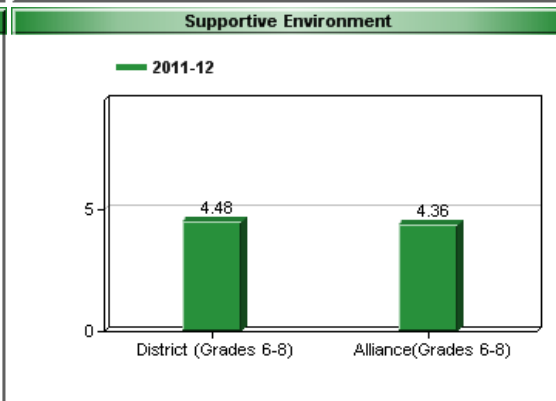
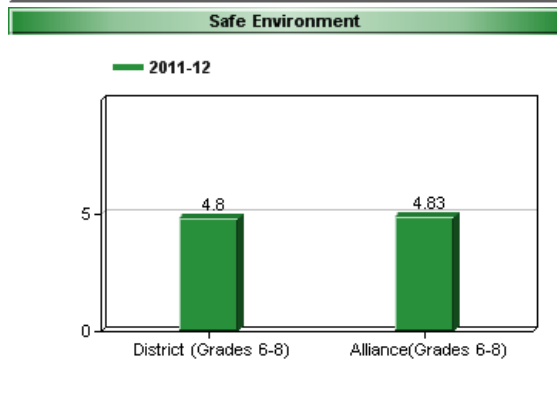
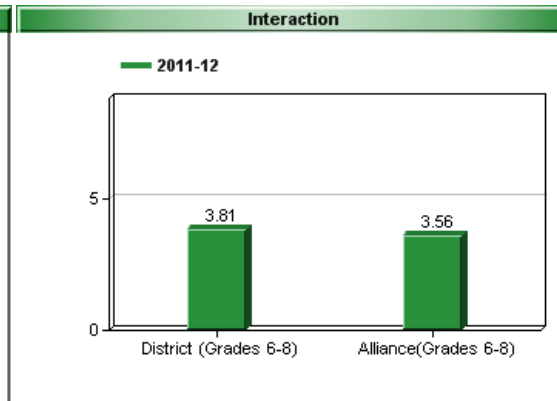
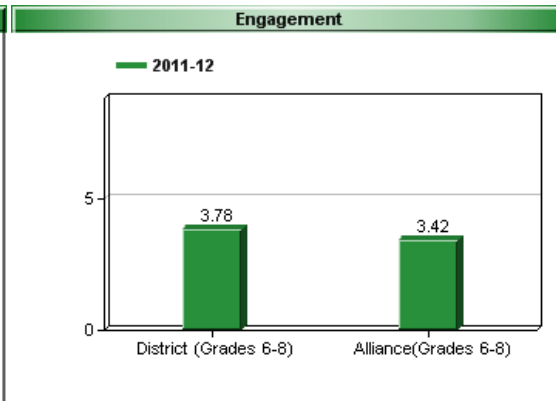
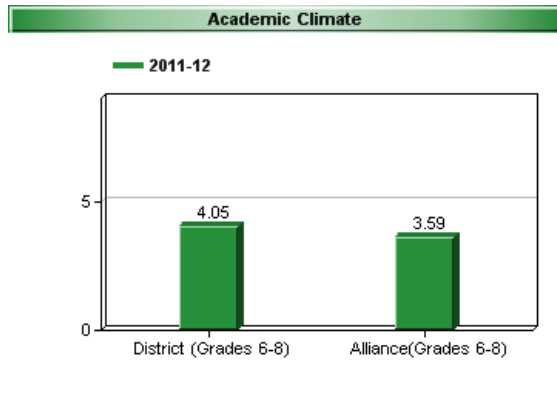
#### After School Program- Student Impact



#### After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



#### School Data

- Extended Learning Program for 2011-2012 was offered to 250 students and currently has approximately 180 students attending (almost 30% drop).
- Extended Learning Program for 2010-2011 began with 260 students and concluded with 198 enrolled and attending.

#### Data Analysis

- Declines in afterschool program attendance this year and the past year recommend that a re-design is needed to serve more students consistently.

#### Theory of Action

- Schools that offer a clearly articulated program that includes academic rigor, academic support and a range of elective programs, support students to thrive and excel personally and academically.
- Developmentally, students aged 11-13, are experiencing a period of brain development that can be enhanced and maximized through learning in traditional academic, experiential and interpersonal programs.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.		All Students			5/6/2013	224SQ11F2821	Weekly data-based department meetings focused on cycle of inquiry related to schoolwide instructional goal, examining student work and implementing instructional strategy focused on specific techniques to increase amount and level of student talk in the classroom).	N/A			0	\$0.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.	Grades/GPA	All Students	Weekly	Principal	5/6/2013	224SQ11F5271	Purchase of materials to directly and indirectly support classrooms in meeting school wide plan for instruction.	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES		0	\$15,000.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.		All Students	Every Semester	Grade level team	5/6/2013	224SQ11F5277	Field trips for each grade in support of instructional goals.	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES		0	\$10,000.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.					5/6/2013	224SQ11F5646	Fund food for professional development twice a month for all staff.	3180-SIG - ORIGINAL - 2008	4311-MEETING REFRESHMENTS		0	\$7,000.00
All teachers will work in departments on a weekly basis to examine student work and adjust												

instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.	Local assessments (benchmarks, PWA)	GATE	Monthly		5/6/2013	224SQ11F6060	Use of data to provide acceleration lessons, activities and enrichment to GATE identified students.	N/A			0	\$0.00
Redesign after-school program to complement school day program, by meeting same goals for academic and personal development. Redesigned program to include structured academic support sessions (content, organizational skills and habits), exploration of creative content (art, dance, construction, engineering) and team building (athletics, student leadership and community service)					5/18/2012	224SQ11F2245	Contract with additional enrichment providers	N/A			0	\$0.00
Redesign after-school program to complement school day program, by meeting same goals for academic and personal development. Redesigned program to include structured academic support sessions (content, organizational skills and habits), exploration of creative content (art, dance, construction, engineering) and team building (athletics, student leadership and community service)					5/18/2012	224SQ11F3957	Provide transportation for students following extended day	N/A			0	\$0.00
Recruit and require grade 6 and grade 7 students to attend Extended Learning Time. Coordinate enrollment to include academic and behavioral data, student preference and opportunities for parent/community involvement in extended learning.					5/18/2012	224SQ11F2246	Extended Learning Recruitment and Individual plan/course request	N/A			0	\$0.00
Alliance Faculty and Extended Learning teachers will have monthly collaboration												

sessions to review data, share priority areas and improve coherence between day and after-school program reflecting on SMARTe goals for extended learning and adult collaboration.					4/2/2013	224SQ11F2247	Collaborative meetings and SMARTe goals for day and extended day program coherence	N/A			0	\$0.00
Offer at least one academic intervention session per grade level during the school day targeting math, reading and ELD (three separate interventions).	State tests (CST/STAR, PFT)	FBB, BB			4/3/2013	224SQ11F3214	Schedule academic intervention for FBB and BB Students for math.	N/A			0	\$0.00
Offer at least one academic intervention session per grade level during the school day targeting math, reading and ELD (three separate interventions).		FBB, BB and BAS			4/3/2013	224SQ11F3972	Fund an academic mentor to support ELA interventions	N/A			0	\$0.00
Offer at least one academic intervention session per grade level during the school day targeting math, reading and ELD (three separate interventions).		FBB, BB and BAS			4/3/2013	224SQ11F3973	Fund an academic mentor to support Math interventions	N/A			0	\$0.00
Offer at least one academic intervention session per grade level during the school day targeting math, reading and ELD (three separate interventions).	State tests (CST/STAR, PFT)	FBB, BB			4/3/2013	224SQ11F5222	Schedule academic intervention for FBB and BB Students for English.	N/A			0	\$0.00
Provide summer learning opportunities for students	Attendance	All Students		Principal	4/5/2013	224SQ11F3958	Fund summer intervention programming	3010-Title I	4395-SUMMER INTERVENTION - TITLE I SETASIDE		0	\$15,000.00
Provide summer learning opportunities for students					4/5/2013	224SQ11F3959	fund admin for summer intervention programming	N/A			0	\$0.00
Provide summer learning opportunities for students					4/5/2013	224SQ11F3960	fund clerical staff for summer intervention	N/A			0	\$0.00
Provide summer learning opportunities for students					4/5/2013	224SQ11F3961	Provide materials for summer intervention	N/A			0	\$0.00
Hire an Extended Learning Coordinator through BACR to oversee the cohesion of the afterschool program, alignment with school day and monitor program effectiveness and staff management.					4/5/2013	224SQ11F2829	Hire an Extended Learning Coordinator through BACR to hire, manage and run the extended learning program daily.	N/A			0	\$0.00

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

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

School: Alliance Academy

Principal: CHERYL LANA

#### 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 Safety Plan Goals

Goal 1: Reduce conflicts and physical conflicts that result in loss of class time (referrals or suspensions) by 30%.

- Strategy 1.1: Implement a conflict mediation and restorative justice program to have a systematic way for students to meet about conflicts. Train students in conflict mediation to do peer mediations.
- Strategy 1.2: Connect data on student conflicts to COST process and expand level of services available to students experiences more than one argument, physical conflict or report of bullying.

Goal 2: Increase student engagement and time in class through initiatives to address social-emotional needs of students and ability to interact positively with one another and adults.

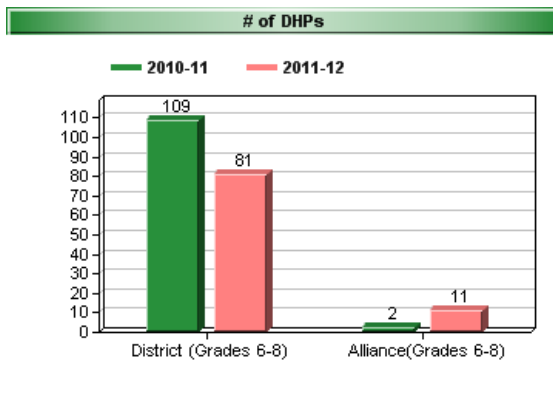
- Strategy 2.1: Begin implementation of PBIS system which teaches expectations for behavior and rewards students for exhibiting positive behaviors. This system goal is to be consistent throughout all spaces and places in school.
- Strategy 2.2: Use restorative practices following high numbers of referrals to help students and adults reach understandings and agreements to lessen class conflicts and referrals for disruption/defiance.

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

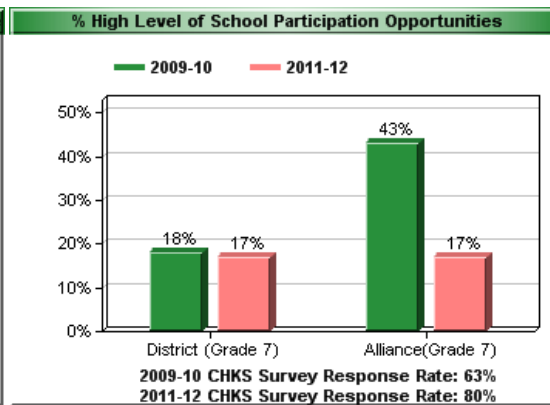
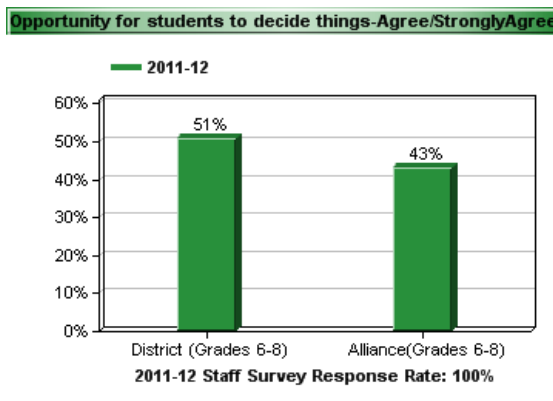
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- 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
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

**DHP**

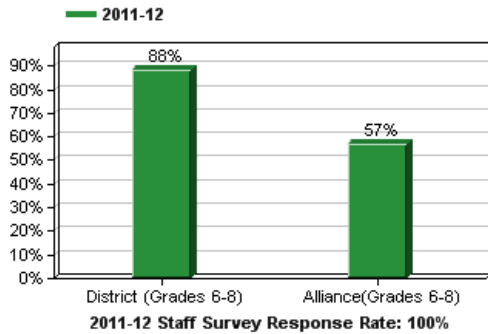


**Survey - Engagement**

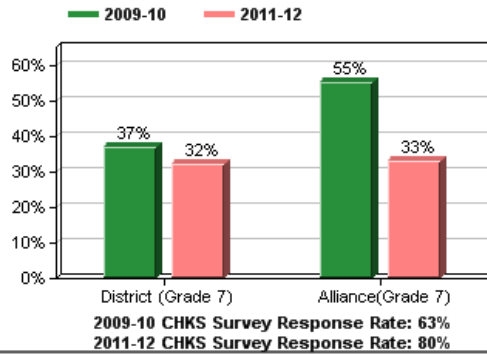


**Survey - Relationships**

**Nearly All/Most Adults at this school pay attention to students.**

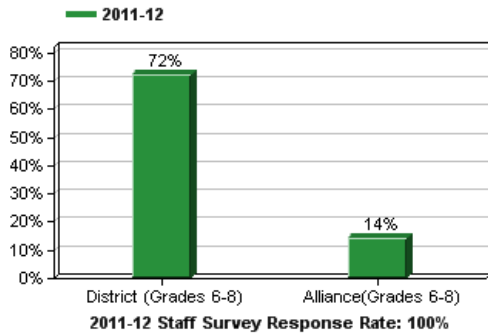


**% High Level of Caring Relationships with Adults at School**

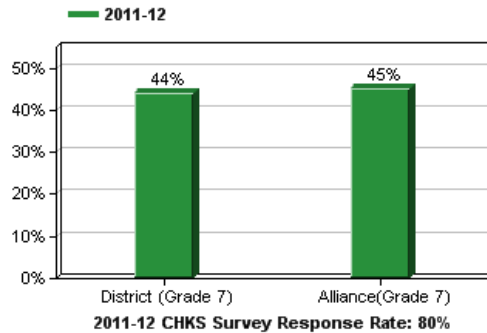


**Survey - Safety**

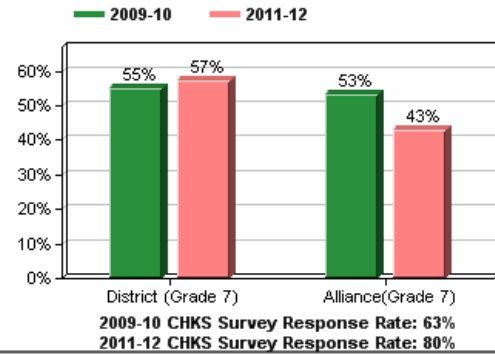
**This school is a safe place for students.%Agree/Strongly Agree**



**Bullied for more than once on school property.**

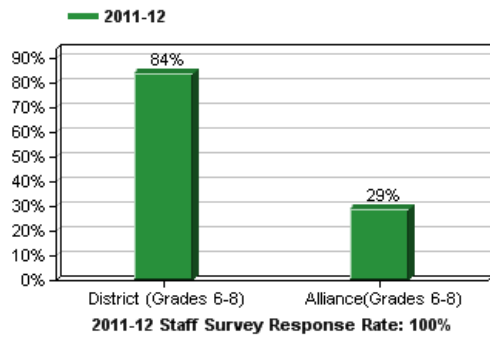


**% Feeling Safe/Very Safe at School**



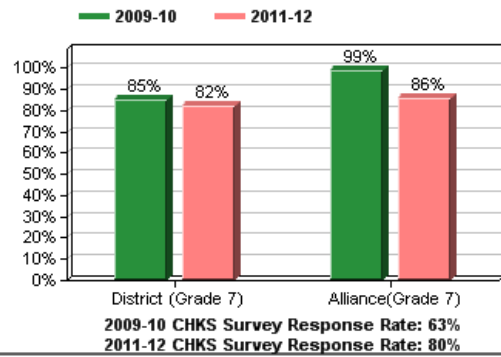
**Survey - Welcoming**

**School is a supportive and inviting place. Agree/Strongly Agree**

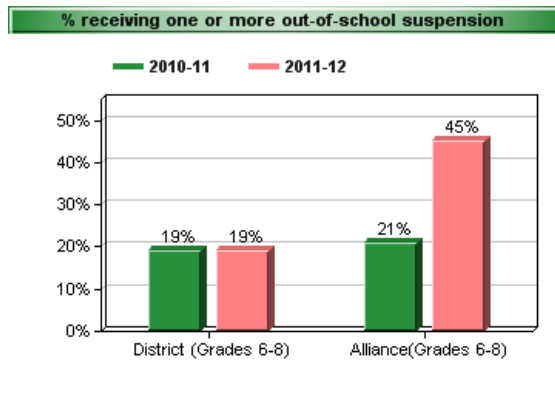


**Survey- Beliefs**

**Teacher wants me to do my best. % Very/Pretty much true**



**Suspensions**



#### School Data

- Student suspensions for 2011-12 totaled 410 days of suspension.

#### Data Analysis

- Alliance Academy's data shows a high number of suspensions for disruption and defiance, which identify a need area for the school in-class and out-of class supports.
- If 59% of students only have one disciplinary incident, there is an opportunity to prevent the behavior before it disrupts class or results in loss of learning time and this would have a large impact on the entire class.
- On 2011-2012 CHK survey, only a small percentage report that they feel safe on campus (29%). 45% of students report that they have felt bullied at school-consistent with district average. The percent of students who felt that they have opportunity

#### Theory of Action

- An essential component to a child's education is their social and emotional well-being and school structures should support and nurture that aspect of a student's life as well.
- Alliance Academy will approach school discipline from the basis of teaching, monitoring and supporting students in their behavioral growth.
- Alliance Academy will celebrate student academics and community-oriented behaviors.
- Alliance Academy will respond to problematic behavior with a restorative justice practice and a lens to teach and re-integrate students into the school-always with dignity and respect...



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	CELDT	English Learners	Every Semester	Department Head	5/15/2013	224SQI2A1255	Teachers will attend trainings on English Language Learners and effective classroom practices to foster literacy and systematic language development.	7091-EIA - LEP	5220-CONFERENCE EXPENSE		0	\$2,500.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	English Learners	Every Semester		5/15/2013	224SQI2A1256	Purchase of supplemental materials related to training and instructional focus on English Learners	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$3,000.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	English Learners	Every Semester	Principal	5/15/2013	224SQI2A3947	Fund substitutes to cover teachers' conference attendance	3181-SIG	1150-TEACHERS SUBSTITUTES		0	\$0.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.		All Students	End of Year	Leadership Team	5/15/2013	224SQI2A5216	Purchase of supplemental materials related to core curriculum and including culturally relevant content.	3010-Title I			0	\$2,500.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	FBB, BB	Every Other Week		5/15/2013	224SQI2A5217	Site professional development via departments and once a month all school professional development on high impact instructional strategies that connect formative assessment from classroom to instruction.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQI2A2248	School Behavior Plan based on PBIS planning and resources.	N/A			0	\$0.00

Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Other	4/5/2013	224SQI2A3955	TSA for School Climate and Culture to be member of PBIS team and coordinate implementation with School Climate yearly plan.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQI2A5224	School-wide plan to teach common school wide expectations (PBIS based) and aligned to Restorative Practices. This is to be developed Summer 2013, incorporated into retreat August 2013 and taught explicitly in August/September 2013 and reinforced, monitored monthly through School Climate/Discipline Team monthly.	N/A			0	\$0.00
Implementation of Repsonse to Intervention (Tier 1, Tier 2 and Tier 3 Responses) by identifying effective interventions in place and developing addition ones in concert with PBIS, Restorative Justice and department work on academics and differentiation.		All Students		Principal	4/5/2013	224SQI2A4775	Hire TSA to develop, monitor, coach and lead RTI implementation.	3180-SIG - ORIGINAL - 2008		C10TSA0027	0.75	\$58,286.60
Implementation of Repsonse to Intervention (Tier 1, Tier 2 and Tier 3 Responses) by identifying effective interventions in place and developing addition ones in concert with PBIS, Restorative Justice and department work on academics and differentiation.					4/5/2013	224SQI2A5282		N/A			0	\$0.00
Provide afterschool and school day interventions to students to help with behavioral choices (conflict resolution, peer mediators,					5/18/2012	224SQI2A1251	Provide materials and workshops to parents to support academics and behaviors (Tier 2 Intervention)	N/A			0	\$0.00

workshops on bullying and communication)												
Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.	Discipline/CSC	All Students		Assistant Principal	4/3/2013	224SQI2A2835	Develop Restorative Justice Practices for use in the classroom by having all staff Restorative Justice Level 1 Certified and continuing to incorporate training in monthly Alliance professional development (including restorative conversations, circles and alternatives to referrals at the classroom level).	N/A			0	\$0.00
Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.	Discipline/CSC	All Students		Assistant Principal	4/3/2013	224SQI2A5223	Develop Restorative Justice practices for use out of the classroom for conflicts, violations of community agreements (conflicts, fights, harrassment/bullying, substance use, dangerous objects, profanity or obscenity, major class disruptions) and to prevent future instances. Develop practices for hallways, yard, cafeteria and offices that are consistent with RJ principles and classroom based plan. Develop this with Administration (AP is Administrator-in-charge of this initiative), Restorative Justice Coordinator, School Climate Leadership Team/Discipline Team.	N/A			0	\$0.00
Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.	Discipline/CSC	All Students		Assistant Principal	4/3/2013	224SQI2A5275	Hire Restorative Justice/Conflict Mediator.	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$35,000.00
Provide mental health supports for students individually and in groups.	Discipline/CSC	All Students		Principal	4/5/2013	224SQI2A3956	Fund a contract with Seneca to provide therapist for group work and behavioral RTI support for 2013-14. Member of COST team and School Climate/Discipline Team.	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$60,000.00
Provide mental health supports for students individually and in	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQI2A5225	Hire an additional counselor to provide on-site services to students for implementing long-term	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$25,000.00

groups.							groups based on PBIS and COST referrals.						
Advisory Curriculum: Create or purchase a curriculum for use daily in an advisory class (M/T/Th/F). Curriculum to be based on community building and cultural awareness, resiliency and problem-solving skills and academic monitoring.					4/5/2013	224SQI2A5229	All teachers will teach an advisory class daily (Mon/Tues/Thurs/Fri).	N/A				0	\$0.00
Advisory Curriculum: Create or purchase a curriculum for use daily in an advisory class (M/T/Th/F). Curriculum to be based on community building and cultural awareness, resiliency and problem-solving skills and academic monitoring.					4/5/2013	224SQI2A5230	Alliance will explore a complementary program to support Restorative Justice practices as a school during advisory. Explore "Mindfulness" curriculum currently in use in OUSD.	N/A				0	\$0.00
Advisory Curriculum: Create or purchase a curriculum for use daily in an advisory class (M/T/Th/F). Curriculum to be based on community building and cultural awareness, resiliency and problem-solving skills and academic monitoring.		All Students			4/5/2013	224SQI2A5278	Purchase supplies to support advisory, individual learning plans and restorative practices (aligning key initiatives).	7090-EIA - SCE	4310-SUPPLIES			0	\$18,371.95
Provide weekly recognition for student improvement in academics, attendance and behavior.		All Students			4/5/2013	224SQI2A1249	Provide certificates, posters and mailings to recognize attendance, grades and conduct of 90% of higher.	N/A				0	\$0.00
Provide weekly recognition for student improvement in academics, attendance and behavior.		All Students	Weekly	Principal	4/5/2013	224SQI2A5272	Purchase certificates, posters and other items to promote and recognize student improvement in academics, attendance and behavior.	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES			0	\$5,000.00
Provide weekly recognition for student improvement in academics, attendance and behavior.		All Students			4/5/2013	224SQI2A5276	Provide field trips for students in recognition of student improvement in academics, attendance and behavior.	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES			0	\$5,000.00
Provide weekly recognition for student improvement in academics, attendance and					4/5/2013	224SQI2A5288	Increase attendance clerk position to full time (increase of 0.5 FTE).	3180-SIG - ORIGINAL - 2008		ATTCKA0130		0.5	\$17,210.82

behavior. Hire a Teacher on Special Assignment (TSA) to work closely with all grades for both preventative and responsive strategies related to academics and behavior. Provide professional development for teachers around differentiating work for students	Grades/GPA	All Students	Weekly		5/20/2013	224SQI2A1241	TSA to support instructional practices of teachers through TEP (Teaching Effectiveness Program) Pilot.	3010-Title I		C11TSA0069	0.5	\$53,874.20
Hire a Teacher on Special Assignment (TSA) to work closely with all grades for both preventative and responsive strategies related to academics and behavior. Provide professional development for teachers around differentiating work for students	Local assessments (benchmarks, PWA)	All Students	Weekly		5/20/2013	224SQI2A5152	Hire a TSA to support interventions and climate for grades 6-8. This includes programs to teach school vision and expectations in conjunction with grade levels and school climate leadership team.	7090-EIA - SCE		C11TSA0069	0.3	\$32,324.52
Hire a Teacher on Special Assignment (TSA) to work closely with all grades for both preventative and responsive strategies related to academics and behavior. Provide professional development for teachers around differentiating work for students					5/20/2013	224SQI2A5220	Develop a master-plan for celebrations and recognition for students and Alliance staff. Work with School Climate Team on dividing roles and responsibilities for regular, consistent implementation aligned with Alliance Academy School Vision and 2013-2014 school goals.	N/A			0	\$0.00

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

### Strategic Priority B. Health & Wellness

School: Alliance Academy

Principal: CHERYL LANA

#### From OUSD Strategic Plan:

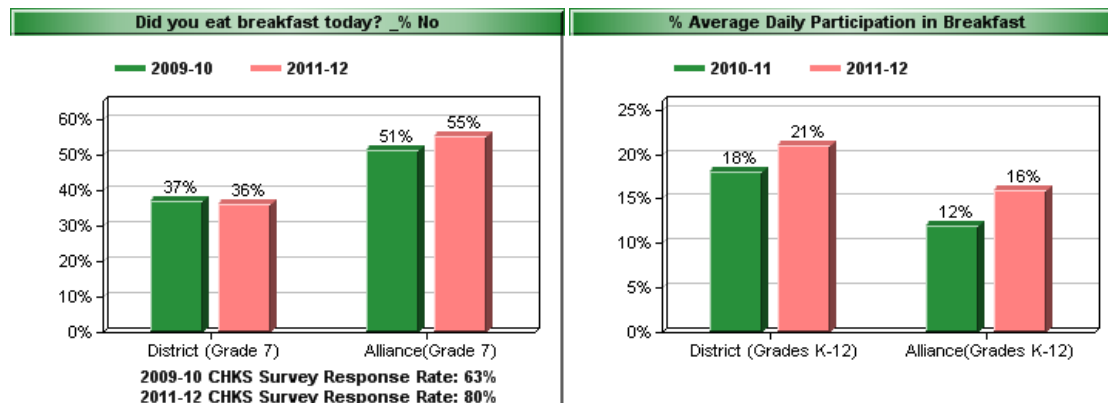
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access 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 Quality Standards relevant to this Strategic Priority

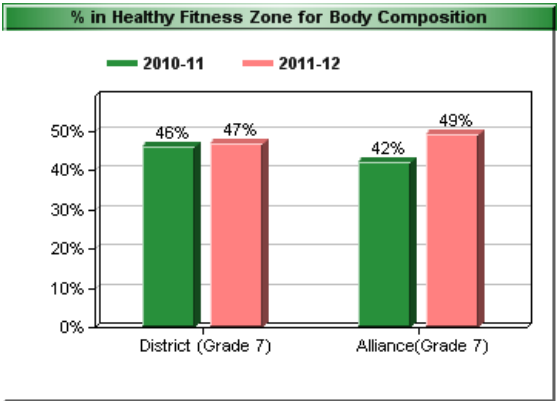
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

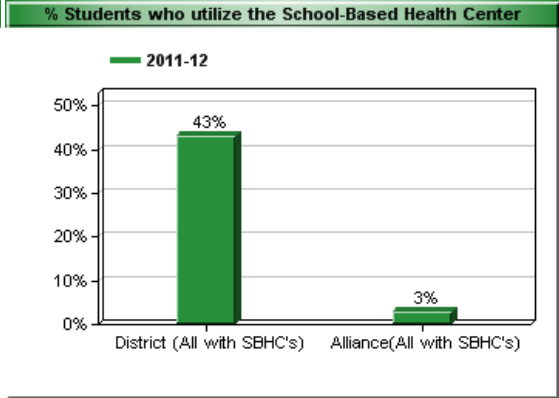
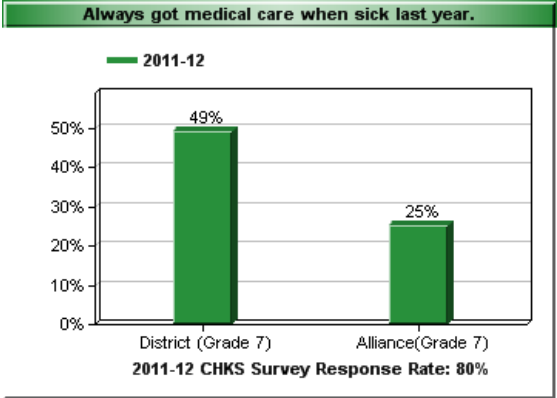
#### Breakfast



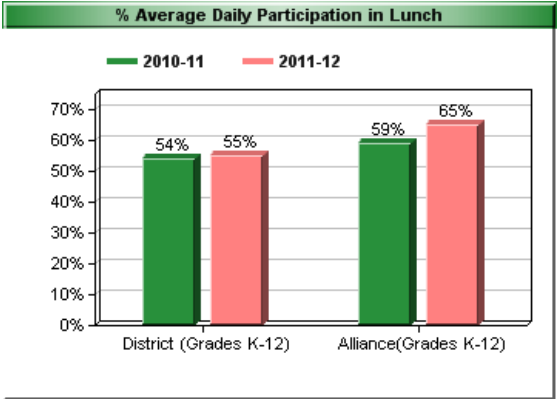
#### Fitness



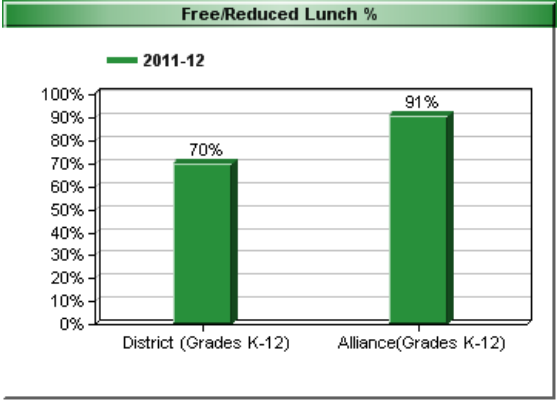
**Health Access**



**Lunch**



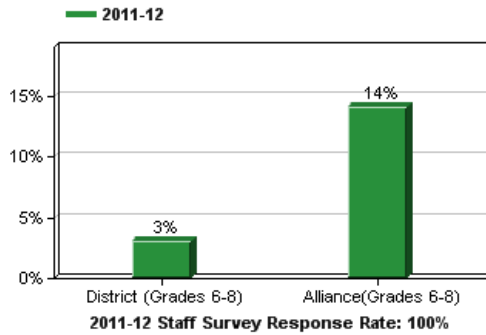
**Socio Economics**



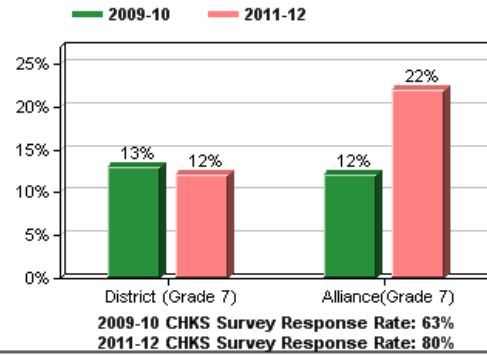
**Survey - Drugs / Alcohol**



**Student alcohol&drug use is a severe problem at this school.**

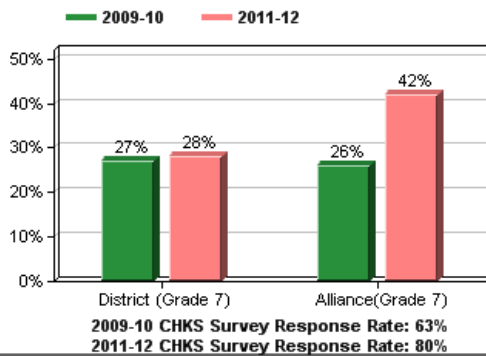


**# of days of alcohol use during past 30 days: one day or more**



**Survey - Mental Health**

**feeling sad or hopeless almost every day for 2 weeks or more**



**School Data**

- Alliance Academy's chronic attendance reports have ranged from 14%-22% chronic absences. This reflects on students' health and wellness.
- Alliance Academy reflects that 65% of students participate in lunch program, while 91% are eligible. Many students are observed not eating a lunch and this can contribute to their focus/lack of focus.

**Data Analysis**

- CHKS surveys about medical care shows that only 25% of students state that they received medical care when sick. With a Health Clinic that opened in 2012, Alliance Academy has the opportunity to directly impact that health statistic.

**Theory of Action**

- A school community that places a priority on meeting the social and emotional wellness needs of students is best positioned to meet the academic needs

of students.

- A school community that partners with expert providers for health, emotional wellness is able to serve a broader number of students and build capacity.
- A school community that offers a preventative as well as responsive series of supports for physical health and emotional wellness has a higher number of students engaged, learning, at school daily.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).					4/5/2013	224SQI2B2383	Create elective course offerings strategically and hire instructors in performing arts, business/tech, world languages, leadership, applied arts and enrichment (writing, math/science)	N/A			0	\$0.00
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).		All Students			4/5/2013	224SQI2B5279	Hire a second PE teacher.	3180-SIG - ORIGINAL - 2008		K12TCH1597	0.5	\$38,624.56
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).		All Students			4/5/2013	224SQI2B5280	Hire a world language teacher (Spanish for Native Speakers, Spanish) to teach elective and push in elective classes to support teacher release periods.	3180-SIG - ORIGINAL - 2008		K12TCH9999	0.5	\$38,253.29
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).					4/5/2013	224SQI2B5287	Hire a music teacher	3180-SIG - ORIGINAL - 2008		K12TCH2134	0.5	\$36,413.83
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).					4/5/2013	224SQI2B5624	Fund elective offerings during the day for performing and visual arts (drama, dance, music, art).	3180-SIG - ORIGINAL - 2008			0	\$60,000.00

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

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

School: Alliance Academy

Principal: CHERYL LANA

#### From OUSD Strategic Plan:

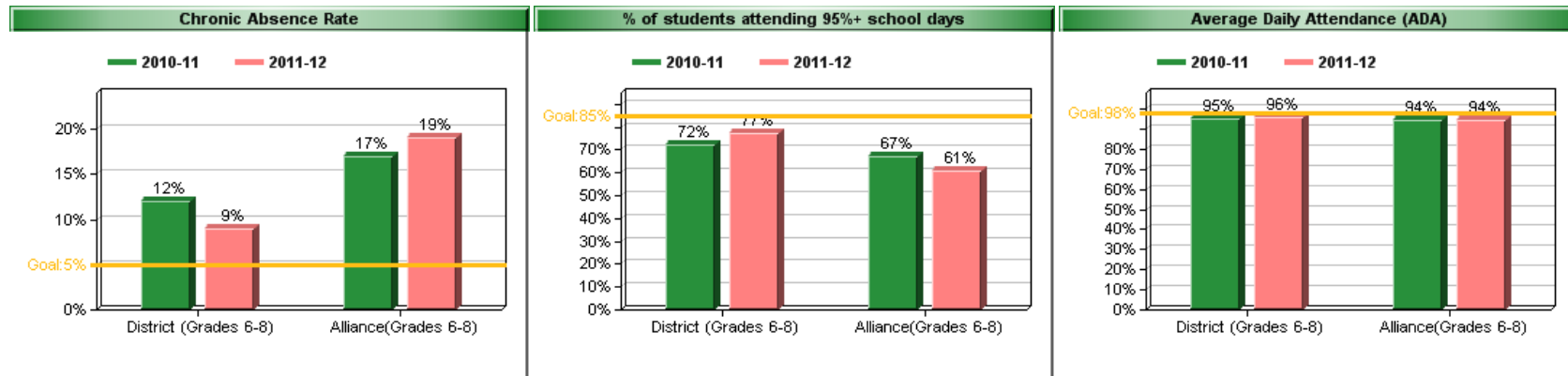
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

#### 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



#### School Data

- Alliance Academy's chronic truancies have ranged from 14% to 22% during the 2012-2013 school year.

#### Data Analysis

- Alliance Academy has a serious need to reduce the chronic absences and to establish more systems for daily attendance monitoring and reporting - as well

as celebrating students with excellent attendance or improved attendance.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQI2C2248	School Behavior Plan based on PBIS planning and resources.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Other	4/5/2013	224SQI2C3955	TSA for School Climate and Culture to be member of PBIS team and coordinate implementation with School Climate yearly plan.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQI2C5224	School-wide plan to teach common school wide expectations (PBIS based) and aligned to Restorative Practices. This is to be developed Summer 2013, incorporated into retreat August 2013 and taught explicitly in August/September 2013 and reinforced, monitored monthly through School Climate/Discipline Team monthly.	N/A			0	\$0.00
Provide weekly recognition for student improvement in academics, attendance and behavior.		All Students			4/5/2013	224SQI2C1249	Provide certificates, posters and mailings to recognize attendance, grades and conduct of 90% of higher.	N/A			0	\$0.00
Provide weekly recognition for student improvement in academics, attendance and behavior.		All Students	Weekly	Principal	4/5/2013	224SQI2C5272	Purchase certificates, posters and other items to promote and recognize student improvement in academics, attendance and behavior.	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES		0	\$5,000.00
Provide weekly recognition for student improvement in academics, attendance and behavior.		All Students			4/5/2013	224SQI2C5276	Provide field trips for students in recognition of student improvement in academics, attendance and behavior.	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES		0	\$5,000.00
Provide weekly recognition for student improvement in							Increase attendance clerk	3180-SIG -				

academics, attendance and behavior.					4/5/2013	224SQI2C5288	position to full time (increase of 0.5 FTE).	ORIGINAL - 2008		ATTCKA0130	0.5	\$17,210.82
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## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Alliance Academy

Principal: CHERYL LANA

#### 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.

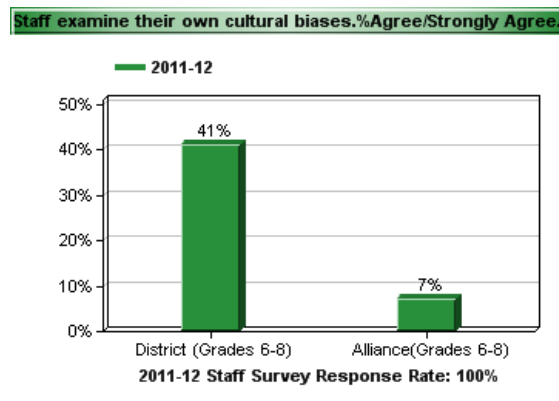
1. Improve the conditions in schools to retain 80% of effective teachers

#### 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.

#### Survey - Professional Learning



#### Data Analysis

- Results of the 2010-2011 TELL Teacher Survey show that teachers do not feel that they have enough time to collaborate or that PD enhances their instruction.



- Prioritizing collaboration time on a weekly basis with strategies to measure impact addresses the TELL data about collaboration and PD Effectiveness.

#### Theory of Action

- Engagement of all adults in the analysis of school data, the consumption of relevant research and implementing and monitoring interventions builds the site's capacity to serve all students equitably and effectively.
- Structures and systems for adult learning and accountability build the coherence of programs and the efficacy of initiatives at our site.
- A thriving school is built with the active involvement of all adults (faculty, staff, administration) in the productive daily operations of the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All teachers will work in structured department meeting PD sessions weekly to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.					4/5/2013	224SQI3A4776	Fund extended contract hours for department meetings and professional development.	3180-SIG - ORIGINAL - 2008	1122-TEACHERS SALARIES EXTRA COMP		0	\$60,000.00
Instructional leadership team to meet weekly(every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI3A2848	Instructional Leadership Team formed and supported by SIG Coaches for weekly meetings.	N/A			0	\$0.00
Instructional leadership team to meet weekly(every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI3A3969	Fund a full time leadership coach to support teacher leader development, planning and facilitating of Instructional Leadership Team meeting.	3180-SIG - ORIGINAL - 2008		SCHICH9999	1	\$125,831.50
Instructional leadership team to meet weekly(every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI3A5285	Fund a full time math coach	3180-SIG - ORIGINAL - 2008		TC111F0096	1	\$78,442.73
Instructional leadership team to meet weekly(every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.					4/3/2013	224SQI3A5286	Fund a full time ELA coach	3180-SIG - ORIGINAL - 2008		TC111F0098	1	\$97,171.08

and full faculty. All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.		All Students			5/6/2013	224SQI3A2821	Weekly data-based department meetings focused on cycle of inquiry related to schoolwide instructional goal, examining student work and implementing instructional strategy focused on specific techniques to increase amount and level of student talk in the classroom).	N/A			0	\$0.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.	Grades/GPA	All Students	Weekly	Principal	5/6/2013	224SQI3A5271	Purchase of materials to directly and indirectly support classrooms in meeting school wide plan for instruction.	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES		0	\$15,000.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.		All Students	Every Semester	Grade level team	5/6/2013	224SQI3A5277	Field trips for each grade in support of instructional goals.	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES		0	\$10,000.00
All teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.					5/6/2013	224SQI3A5646	Fund food for professional development twice a month for all staff.	3180-SIG - ORIGINAL - 2008	4311-MEETING REFRESHMENTS		0	\$7,000.00
All teachers will work in departments on a weekly basis to examine student work												

and adjust instruction based on student outcomes in literacy. Springboard teachers will focus on year two implementation of strategies to evidence increasingly complex student work/increase rigor.	Local assessments (benchmarks, PWA)	GATE	Monthly		5/6/2013	224SQI3A6060	Use of data to provide acceleration lessons, activities and enrichment to GATE identified students.	N/A			0	\$0.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	CELDT	English Learners	Every Semester	Department Head	5/15/2013	224SQI3A1255	Teachers will attend trainings on English Language Learners and effective classroom practices to foster literacy and systematic language development.	7091-EIA - LEP	5220-CONFERENCE EXPENSE		0	\$2,500.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	English Learners	Every Semester		5/15/2013	224SQI3A1256	Purchase of supplemental materials related to training and instructional focus on English Learners	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$3,000.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	English Learners	Every Semester	Principal	5/15/2013	224SQI3A3947	Fund substitutes to cover teachers' conference attendance	3181-SIG	1150-TEACHERS SUBSTITUTES		0	\$0.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.		All Students	End of Year	Leadership Team	5/15/2013	224SQI3A5216	Purchase of supplemental materials related to core curriculum and including culturally relevant content.	3010-Title I			0	\$2,500.00
Content area teachers will receive additional training in instructional practices to support students scoring below grade level as measured by a combination of CST and SRI scores.	Local assessments (benchmarks, PWA)	FBB, BB	Every Other Week		5/15/2013	224SQI3A5217	Site professional development via departments and once a month all school professional development on high impact instructional strategies that connect formative assessment from classroom to instruction.	N/A			0	\$0.00
English Language Arts teachers will work in departments to develop quarterly							Instructional Leadership					

units focusing on academic literacy strategies in collaboration with whole school. Use of SRI scores (fall, mid-year and spring) to drive reading strategy selection and emphasis of free-choice reading.	SRI	All Students		Leadership Team	4/5/2013	224SQI3A4772	Team will create an academic literacy goal based on SRI and CST reading scores and targeted for whole school. This will be one key instructional focus on the ILT for 2013-2014	N/A			0	\$0.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core).					4/5/2013	224SQI3A2381	Springboard English Curriculum	N/A			0	\$0.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core).					4/5/2013	224SQI3A3950	Provide retreat for teachers for professional development	3180-SIG - ORIGINAL - 2008	5200-TRAVEL AND CONFERENCES		0	\$15,000.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.	Other (OCR, etc)	All Students	Monthly	Leadership Team	4/3/2013	224SQI3A3153	Instructional Technology Committee to pilot increased instructional technology within core classrooms. IT Committee to meet monthly. Purchase of additional computers to support IT team plan.	3180-SIG - ORIGINAL - 2008	4315-COMPUTER SUPPLIES		0	\$5,000.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.					4/3/2013	224SQI3A5218	OUSD Tech Audit and site tech audit to evaluate infrastructure and initial hardware purchase to support use of technology daily in three pilot blended learning classrooms.	N/A			0	\$0.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.					4/3/2013	224SQI3A5219	IT Committee to attend conference (Summer 2013 or Fall 2013) to increase capacity and gain more information for development of 3-5 year Alliance technology plan and technology standards.	N/A			0	\$0.00

Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college and 21st century skills.	Other (OCR, etc)	All Students	End of Year	Principal	4/3/2013	224SQI3A5269	Purchase of additional computers to support Instructional Technology Design Team plan (in collaboration with departments and Instructional Leadership Team).	3180-SIG - ORIGINAL - 2008	4420-Computer \$500-4,999		0	\$5,000.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQI3A2248	School Behavior Plan based on PBIS planning and resources.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Other	4/5/2013	224SQI3A3955	TSA for School Climate and Culture to be member of PBIS team and coordinate implementation with School Climate yearly plan.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQI3A5224	School-wide plan to teach common school wide expectations (PBIS based) and aligned to Restorative Practices. This is to be developed Summer 2013, incorporated into retreat August 2013 and taught explicitly in August/September 2013 and reinforced, monitored monthly through School Climate/Discipline Team monthly.	N/A			0	\$0.00
Hire a Teacher on Special Assignment (TSA) to work closely with all grades for both preventative and responsive strategies related to academics and behavior. Provide professional development for teachers around	Grades/GPA	All Students	Weekly		5/20/2013	224SQI3A1241	TSA to support instructional practices of teachers through TEP (Teaching Effectiveness Program) Pilot.	3010-Title I		C11TSA0069	0.5	\$53,874.20

differentiating work for students												
Hire a Teacher on Special Assignment (TSA) to work closely with all grades for both preventative and responsive strategies related to academics and behavior. Provide professional development for teachers around differentiating work for students	Local assessments (benchmarks, PWA)	All Students	Weekly	5/20/2013	224SQI3A5152	Hire a TSA to support interventions and climate for grades 6-8. This includes programs to teach school vision and expectations in conjunction with grade levels and school climate leadership team.	7090-EIA - SCE		C11TSA0069	0.3	\$32,324.52	
Hire a Teacher on Special Assignment (TSA) to work closely with all grades for both preventative and responsive strategies related to academics and behavior. Provide professional development for teachers around differentiating work for students				5/20/2013	224SQI3A5220	Develop a master-plan for celebrations and recognition for students and Alliance staff. Work with School Climate Team on dividing roles and responsibilities for regular, consistent implementation aligned with Alliance Academy School Vision and 2013-2014 school goals.	N/A			0	\$0.00	
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.				5/18/2012	224SQI3A2850	Weekly work with Instructional Coaches	N/A			0	\$0.00	
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.				5/18/2012	224SQI3A3966	Fund Instructional Facilitator	N/A			0	\$0.00	
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.				5/18/2012	224SQI3A3967	Fund instructional facilitator	N/A			0	\$0.00	
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.				5/18/2012	224SQI3A3968	Fund manager of content coaches	N/A			0	\$0.00	
All teachers will work												

in structured department meeting PD sessions 3-4 times as week to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.					5/18/2012	224SQI3A2856	Weekly structured professional development sessions (3-4 per week)	N/A			0	\$0.00
All teachers will work in structured department meeting PD sessions 3-4 times as week to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.					5/18/2012	224SQI3A3965	Fund increased time for teachers for PD	N/A			0	\$0.00



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

### Strategic Priority A. Family & Community Engagement

School: Alliance Academy

Principal: CHERYL LANA

#### From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

#### School 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

#### School Data

- Alliance Academy events for parent participation in 2011-12: School Site Council, Family Math Night, Fall Winter Concert, Winter Parent-Teacher Conferences, Family Center weekly nutrition class
- School Site Council meeting attendance ranged from 8-14 families per meeting.

#### Data Analysis

- From current calendar of events, we see a need for more events, scheduled in advance and publicized to families and the community multiple times each year.

#### Theory of Action

- A school community that has structures that inform parents and actively seek input builds a strong, resilient and vibrant community for our students.
- A school community that is responsive to what parents identify as priorities will be in service of the child, school and community.
- A school community that has regular rituals for celebration of students and for parents to attend and participate in school-related activities has a sustainable foundation and supports all students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQI4A2248	School Behavior Plan based on PBIS planning and resources.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Other	4/5/2013	224SQI4A3955	TSA for School Climate and Culture to be member of PBIS team and coordinate implementation with School Climate yearly plan.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	Discipline/CSC	All Students		Assistant Principal	4/5/2013	224SQI4A5224	School-wide plan to teach common school wide expectations (PBIS based) and aligned to Restorative Practices. This is to be developed Summer 2013, incorporated into retreat August 2013 and taught explicitly in August/September 2013 and reinforced, monitored monthly through School Climate/Discipline Team monthly.	N/A			0	\$0.00
Hire a Teacher on Special Assignment (TSA) to work closely with all grades for both preventative and responsive strategies related to academics and behavior. Provide professional development for teachers around differentiating work for students	Grades/GPA	All Students	Weekly		5/20/2013	224SQI4A1241	TSA to support instructional practices of teachers through TEP (Teaching Effectiveness Program) Pilot.	3010-Title I		C11TSA0069	0.5	\$53,874.20
Hire a Teacher on Special Assignment (TSA) to work closely with all grades for							Hire a TSA to support interventions and climate					

both preventative and responsive strategies related to academics and behavior. Provide professional development for teachers around differentiating work for students	Local assessments (benchmarks, PWA)	All Students	Weekly		5/20/2013	224SQI4A5152	for grades 6-8. This includes programs to teach school vision and expectations in conjunction with grade levels and school climate leadership team.	7090-EIA - SCE		C11TSA0069	0.3	\$32,324.52
Hire a Teacher on Special Assignment (TSA) to work closely with all grades for both preventative and responsive strategies related to academics and behavior. Provide professional development for teachers around differentiating work for students					5/20/2013	224SQI4A5220	Develop a master-plan for celebrations and recognition for students and Alliance staff. Work with School Climate Team on dividing roles and responsibilities for regular, consistent implementation aligned with Alliance Academy School Vision and 2013-2014 school goals.	N/A			0	\$0.00
Provide a workshop series and parent meetings designed to inform parents about skills and content for students.					5/18/2012	224SQI4A1252	Provide training and materials for parents of grade 6-8 students regarding academic skills and information learned in class.	N/A			0	\$0.00
Provide a workshop series and parent meetings designed to inform parents about skills and content for students.					5/18/2012	224SQI4A1253	Provide food and drink to parents who attend workshops.	N/A			0	\$0.00
Plan community based events that help staff and faculty and community members to connect personally, outside of the school, identifying the assets of the community.	Survey data (CHKS, etc.)	All Students	Every Semester	Principal	4/3/2013	224SQI4A2843	Host multiple community events (two per semester) and purchase supplies for these events.	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$305.49
Plan a series of celebrations for academics, attendance, improved attendance, improved behavior and improved academics, as well as community service for every six weeks.					4/3/2013	224SQI4A2846	Celebration Calendar	N/A			0	\$0.00
Plan a series of celebrations for academics, attendance,												

improved attendance, improved behavior and improved academics, as well as community service for every six weeks.	Survey data (CHKS, etc.)	All Students		Principal	4/3/2013	224SQI4A5268	Provide food at meetings for teachers and parents related to academics.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,500.00
Schedule student conferences two times in the fall and two times in the spring (one within the school day and one evening session).					5/18/2012	224SQI4A3220	Student conferences	N/A			0	\$0.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI4A2837	Develop Family & School Calendar	N/A			0	\$0.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI4A3970	Contract with Oakland Schools Foundation (OSF) to develop Family Resource Center	N/A			0	\$0.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI4A5226	Hire a Family Engagement Director (contract with OSF)	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$35,000.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI4A5227	Hire two parent liaisons to increase family engagement. One full time and one part-time liaison.	N/A			0	\$0.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI4A5228	Provide professional development (at least 4 times a year) to faculty around meaningful, culturally relevant two-way parent engagement. Family Engagement Director will identify plan for PD and work directly with Instructional	N/A			0	\$0.00

members.							Leadership Team to plan for this PD.					
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI4A5589	Hire a parent liaison (full time) through Oakland Schools Foundation.	3180-SIG - ORIGINAL - 2008			0	\$32,000.00

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

## Strategic Priority A. Strategic Operational Practices

School: Alliance Academy

Principal: CHERYL LANA

### From OUSD Strategic Plan:

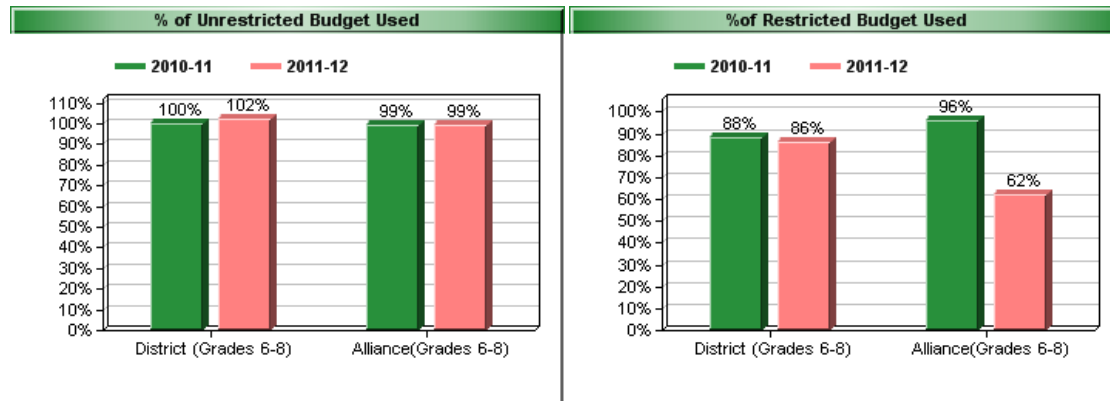
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations 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.

### School Quality Standards relevant to this Strategic Priority

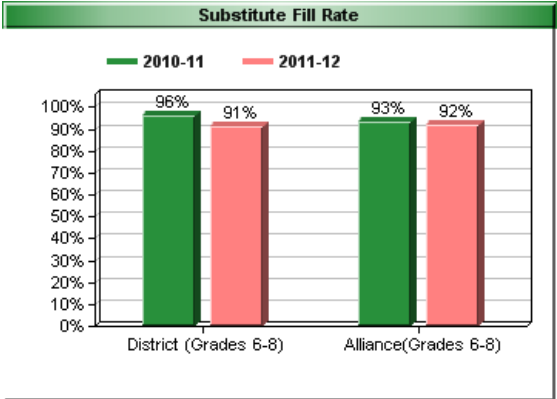
A quality school...

- 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.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals

### Budget



### Sub Fill Rate



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire an Extended Learning Coordinator through BACR to oversee the cohesion of the afterschool program, alignment with school day and monitor program effectiveness and staff management.					4/5/2013	224SQI5A2829	Hire an Extended Learning Coordinator through BACR to hire, manage and run the extended learning program daily.	N/A			0	\$0.00
Provide weekly recognition for student improvement in academics, attendance and behavior.		All Students			4/5/2013	224SQI5A1249	Provide certificates, posters and mailings to recognize attendance, grades and conduct of 90% of higher.	N/A			0	\$0.00
Provide weekly recognition for student improvement in academics, attendance and behavior.		All Students	Weekly	Principal	4/5/2013	224SQI5A5272	Purchase certificates, posters and other items to promote and recognize student improvement in academics, attendance and behavior.	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES		0	\$5,000.00
Provide weekly recognition for student improvement in academics, attendance and behavior.		All Students			4/5/2013	224SQI5A5276	Provide field trips for students in recognition of student improvement in academics, attendance and behavior.	3180-SIG - ORIGINAL - 2008	5829-ADMISSION FEES		0	\$5,000.00
Provide weekly recognition for student improvement in academics, attendance and behavior.					4/5/2013	224SQI5A5288	Increase attendance clerk position to full time (increase of 0.5 FTE).	3180-SIG - ORIGINAL - 2008		ATTCKA0130	0.5	\$17,210.82
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI5A2837	Develop Family & School Calendar	N/A			0	\$0.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI5A3970	Contract with Oakland Schools Foundation (OSF) to develop Family Resource Center	N/A			0	\$0.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI5A5226	Hire a Family Engagement Director (contract with OSF)	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$35,000.00
Develop, in partnership with parents, a yearly calendar for school day,							Hire two parent liaisons to increase family					








evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI5A5227	engagement. One full time and one part-time liaison.	N/A			0	\$0.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI5A5228	Provide professional development (at least 4 times a year) to faculty around meaningful, culturally relevant two-way parent engagement. Family Engagement Director will identify plan for PD and work directly with Instructional Leadership Team to plan for this PD.	N/A			0	\$0.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.					4/5/2013	224SQI5A5589	Hire a parent liaison (full time) through Oakland Schools Foundation.	3180-SIG - ORIGINAL - 2008			0	\$32,000.00
Utilize SIG resources for school transformation					4/5/2013	224SQI5A3971	Pay district indirect costs	N/A			0	\$0.00
Utilize SIG resources for school transformation					4/5/2013	224SQI5A5273	Pay supplies costs for school transformation.	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES		0	\$13,644.08
Utilize SIG resources for school transformation			Monthly		4/5/2013	224SQI5A5274	Hire consultants to support four school transformation areas: extended learning time, family engagement, instructional reform and increased teacher and leader effectiveness.	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$40,000.00
Utilize SIG resources for school transformation					4/5/2013	224SQI5A5649	Hire academic mentors or additional coaching hours for science, social studies and special education.	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$50,861.00

## State & Federal Preliminary and Final Budget

### Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs:

State Program	Projected Budget	Final Budget
 <b>Economic Impact Aid/State Compensatory Education</b> Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$62,248.35	
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$47,045.24	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$109,293.59</b>	

Federal Program	Projected Budget	Final Budget
 <b>Title I, Part A: Schoolwide Program</b> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$76,020.65	
 <b>Title I, Part A: Parent Engagement Activities</b> Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$1,805.49	
 <b>School Improvement Grant</b> Purpose: Address the needs of schools in improvement, corrective action, and restructuring to improve student achievement ...SIG RESOURCE #3180	\$1,151,191.00	
<b>Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School</b>	<b>\$1,229,017.14</b>	

## Appendices

- Engagement Timeline
- FSCS Assets & Needs Scan
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES  
2013-2014**

**School Site:** Alliance Academy Middle School  
**Site Number:** 224

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 2013-2014 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 Thursday, April 4, 2013
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


SSC Chairperson's Name (printed)

4/4/13  
Date

\_\_\_\_\_  
ELAC Chairperson's Signature


ELAC Chairperson's Name (printed)

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Principal's Signature

Principal's Name (printed)

4/3/13  
Date

  
\_\_\_\_\_  
Executive Officer's Signature

Executive Officer's Name (printed)

5-15-13  
Date

  
\_\_\_\_\_  
Director, State & Federal Compliance Signature

  
\_\_\_\_\_  
Director, State & Federal's Name (printed)

6/5/13  
Date

## School Site Council Membership Roster – Middle School

School Name: Alliance Academy

School Year 2012/2013

Chairperson: <u>Dulce Rodriguez</u>	Vice Chairperson: <u>Jose Arqueta</u>
Secretary: <u>Maria Delgado</u>	DAC Representative: <u>Dulce Rodriguez</u>

Members' Names	Address	Check Appropriate Representation				
		Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
<u>Cheryl Lena</u>	<u>1800 98th Ave, Oakland</u>	✓				
<u>Maria Sanchez</u>	<u>1262 Mamel Court, Oakland</u>				✓	
<u>Oveida Cuespo</u>	<u>1800 98th Ave, Oakland</u>			✓		
<u>Juanita Fernandez</u>	<u>1800 98th Ave, Oakland</u>		✓			
<u>Marjorie Seaman</u>	<u>1800 98th Ave, Oakland</u>		✓			
<u>Kashmir Hyder</u>	<u>1800 98th Ave, Oakland</u>		✓			
<u>Dulce Rodriguez</u>	<u>1427 96th Ave, Oakland</u>					✓
<u>Maria Delgado</u>						✓
<u>Jose Arqueta</u>	<u>1614 89th Ave, Oakland</u>					✓
<u>Mariana Babiano</u>						✓
<u>Lehcia Vega</u>	<u>1086 100th Ave, Oakland</u>					✓
<u>Katherine Wolfe</u>	<u>1800 98th Ave, Oakland</u>		✓			
DAC Representative						
	<u>Dulce Rodriguez</u>					
Home Ph. <u>415/571-6985</u>	Email:					

**Meeting Schedule** September 17, 2012

**SSC Legal Requirements:**

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

1-Principal  
4-Classroom Teachers  
1-Other Staff

**Or**

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

## Alliance Academy School Compact

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

As a student I will:

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

---

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing/computer and phone use and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 4 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

---

Family member signature

As a teacher I will:

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

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

\_\_\_\_\_  
Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

# Title I School Parental Involvement Policy 2013 - 2014

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

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

Alliance Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.  
The Annual Title I meeting was held the night of our Back to School Night Program. Parents all met in the auditorium for an opening program to review the major school goals and the Title I areas of focus as well to name the meeting dates and ways in which parents could get information, give input and participate in the school program. The Family Center (a physical location on campus) was identified and the meeting was provided in English and simultaneously translated into Spanish.
  
- Offer a flexible number of meetings for parents.  
All SSC meetings have been scheduled on the first Monday of the month, with additional meetings around the Community Schools Site Plan. Posters in English and Spanish were posted and autodialers went out.
  
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
  1. [During SSC meetings, parents work with staff in small groups to look at plan and to provide suggestions for new topics. In addition, parents have other formal and informal input opportunities through the work of the Family Engagement Center.](#)
  
- Provides parents of Title I students with timely information about Title I programs.
  1. This is provided at the start of the year (Back to School Night) and throughout the Spring semester through SSC meetings and community meetings. Dinner is also provided when discussing academic programs.
  
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  1. [Student parent conferences are scheduled 2 times a year for many students. We also review this information at the SSC meetings.](#)
  
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  1. [All parents are able to request a meeting by coming into the office, calling the school or emailing the school.](#)

## **School-Parent Compact**

[Alliance Academy](#) has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved



student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

## **Building Parent Capacity for Involvement**

[Alliance Academy](#) engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress

[At the start of the year, parents are told about the report card cycle, how to come to school as a visitor to observe classes, how to schedule a meeting and the availability of progress reports for students to take to classes and bring home.](#)

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - [The Family Engagement Director is working closely with teachers and school on an improved plan of providing this information more systematically to parents.](#)
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
  - [Professional Development Session in April on Parent Participation and various asset-lenses to use for parent participation.](#)
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  - [Family Engagement Director and Parent Liaison began attending grade level meetings to help improve and systematize this collaboration.](#)
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

[Flyers in Spanish and English, posters in Spanish and English and autodialer calls home in Spanish and English.](#)

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
  - [A series of three evening parent meetings and in-between parent meetings were held in the Spring 2013 to address parental requests for activities.](#)

## **Accessibility**

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

[Flyers in Spanish and English, posters in Spanish and English and autodialer calls home in Spanish and English. Live translation at meetings.](#)

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## Adoption

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

This policy was adopted by the Alliance Academy School Site Council on (mm/dd/yy) and will be in effect for the 2013-14 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (*Alliance Academy*) 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

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(Principal's Signature)

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(Date)

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"> <li>At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</li> <li>All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and English learners. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with reading difficulties, students with disabilities, and advanced learners.</li> <li>Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education plan (IEP), to enable them to participate successfully in a basic core classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;"><b>Key Components</b></p> <p><b>Appropriate Instructional Program Materials</b> All students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Students:</b>  <input type="checkbox"/> All Students  <input type="checkbox"/> English Learners  <input type="checkbox"/> Students with disabilities</p> <p><b>Appropriate Use</b> Identify all that apply:  <input checked="" type="checkbox"/> Core materials are used daily as designed.  <input checked="" type="checkbox"/> Ancillary materials are used daily as designed.</p>							
Documentation		Additional Comments					
		Reading/Language Arts/ELD					
District Purchase Date:							
School Distribution Date:		8/29/2011					
Classroom Distribution Date:		9/10/211					
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

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

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**Academic Program Survey—Middle School Level**

		<ul style="list-style-type: none"> <li>For districts using the 2002 SBE-adopted Reading/Language Arts/ELD:                             <ul style="list-style-type: none"> <li>Teachers use the ELD materials from earlier SBE-approved supplemental materials lists (AB 1802 materials, or other adopted supplementary materials).</li> </ul> </li> </ul>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Purchase Date:			
School Distribution Date:	<u>8/29/2011</u>		
Classroom Distribution Date:	<u>9/10/2011</u>		
Attach publisher PO documentation for sets of classroom core materials.			

Academic Program Survey—Middle School Level

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	<p>1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student.</p> <p>* As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".</p>	<p>Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels are provided the current SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> <li>At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</li> <li>All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with mathematics difficulties, students with disabilities, and advanced learners.</li> <li>Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p align="center"><b>Key Components</b></p> <p><b>Appropriate Instructional Program Materials</b> All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Students:</b>  <input type="checkbox"/> All Students  <input type="checkbox"/> English Learners  <input type="checkbox"/> Students with disabilities</p> <p><b>Appropriate Use</b> Identify all that apply:  <input checked="" type="checkbox"/> Core materials are used daily as designed.  <input checked="" type="checkbox"/> Ancillary materials are used daily as designed.</p>							
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:		8/29/2011					
Classroom Distribution Date:		9/10/2011					
Attach publisher PO documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.														
1. Instructional Program	<p>1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified intensive intervention students in grade 8 needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.</p> <p>For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students in grade 8, including English learners, students with disabilities, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.</p> <ul style="list-style-type: none"> <li>The Algebra Readiness program is a one period, stand-alone, intervention program to prepare students to enter into a grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year.</li> <li>Some students with disabilities placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally										
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%										
<p align="center"><b>Key Components</b></p> <p><b>Appropriate Instructional Program Materials</b> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p><b>Number of Intensive Intervention Students:</b> All Intensive learners: Gr. 8 ___ All Intensive EL's Gr. 8 ___ All Intensive SWD's Gr. 8 ___</p> <table border="1" data-bbox="1146 683 1673 816"> <thead> <tr> <th colspan="2">Number Provided SBE Algebra Readiness</th> </tr> <tr> <th colspan="2">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td></td> </tr> <tr> <td>English Learners</td> <td></td> </tr> <tr> <td>Students with disabilities</td> <td></td> </tr> </tbody> </table> <p><b>Appropriate Use</b> ___ Materials are used daily as designed.</p>								Number Provided SBE Algebra Readiness		Grade 8		Total Students		English Learners		Students with disabilities	
Number Provided SBE Algebra Readiness																	
Grade 8																	
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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for Reading/Language Arts/ELD. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>Grades 6-8: 1.0 and up to 2.0 hours (or up to two periods)</li> </ul>	Full implementation means that the school's master schedule allocates for all Reading/Language Arts/ELD classrooms the appropriate daily instructional time in the current SBE-adopted Reading/Language Arts/ELD basic core materials**. This provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and protected from interruptions. <p>** Note for the 2008 SBE-adopted R/LA/ELD, this means Programs 1,2 or 3.</p>	Objective	Fully	Substantially	Partially	Minimally																				
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center"><b>Key Components</b></p> <p><b>Appropriate Allocation of Daily Instructional Time</b>                      _____ Time is given priority and protected from interruptions.</p> <p><b>Identify Number (#) of instructional minutes (length of periods) offered at each grade level:</b></p> <table border="1" data-bbox="1144 581 1673 841"> <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 align="center">60</td> <td align="center">60</td> <td align="center">60</td> </tr> <tr> <td>English learners</td> <td align="center">60</td> <td align="center">60</td> <td align="center">60</td> </tr> <tr> <td>Students with disabilities</td> <td align="center">60</td> <td align="center">60</td> <td align="center">60</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	60	60	60	Students with disabilities	60	60	60
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Documentation		Additional Comments																									
Reading/Language Arts/ELD																											
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

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Academic Program Survey—Middle School Level

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

		<p>ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</b></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%;">Grade 8</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">Additional time provided to all HP strategic students</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: small;">Additional time provided to HP strategic ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="font-size: small;">Additional time provided to HP strategic SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Describe assessment and placement criteria for high priority strategic students:</b></p>  <p><b>Describe differentiated support for students not needing an additional strategic period:</b></p>	<b>Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</b>					Grade 6	Grade 7	Grade 8	Additional time provided to all HP strategic students				Additional time provided to HP strategic ELs				Additional time provided to HP strategic SWDs			
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District Instructional Regulations:																							
School Instructional Procedures:																							
Attach appropriate documents.																							

Academic Program Survey—Middle School Level

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

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																							
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted intensive intervention programs in Reading/Language Arts. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> <li>Grades 6-8: 2.5 to 3.0 hours (or up to 3 periods)</li> </ul>	<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"> <li>This time is given priority and protected from interruptions.</li> <li>Students in need of intensive intervention are defined as students demonstrating proficiency in reading/language arts two or more years below grade level.</li> <li>The master schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-Adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers (two to three periods within the master schedule).</li> <li>The master schedule reflects that English learners assessed and identified for intensive intervention receive the appropriate recommended minutes of instruction daily in the intervention program (2008 SBE-adopted Program 5 or materials from the previous 2002 SBE-adopted materials lists). These materials are designed to provide intensive, accelerated, and extensive ELD that complements and supports reading/language arts instruction. English learners in intensive intervention Program 5 will receive embedded ELD instruction as per</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																			
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																			
<b>Key Components</b>																										
<p><b>Appropriate Allocation of Daily Instructional Time</b>                      _____Time is given priority and protected from interruptions.</p>																										
<p><b>Indicate total length (minutes) of blocked periods:</b></p>																										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1144 613 1276 638" rowspan="2"></th> <th colspan="3" data-bbox="1276 613 1669 638" style="text-align: center;"># of Instructional minutes at each grade level</th> </tr> <tr> <th data-bbox="1276 638 1409 662" style="text-align: center;">Grade 6</th> <th data-bbox="1409 638 1541 662" style="text-align: center;">Grade 7</th> <th data-bbox="1541 638 1669 662" style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td data-bbox="1144 662 1276 743">All Intensive learners</td> <td data-bbox="1276 662 1409 743"></td> <td data-bbox="1409 662 1541 743"></td> <td data-bbox="1541 662 1669 743"></td> </tr> <tr> <td data-bbox="1144 743 1276 816">Intensive English learners</td> <td data-bbox="1276 743 1409 816"></td> <td data-bbox="1409 743 1541 816"></td> <td data-bbox="1541 743 1669 816"></td> </tr> <tr> <td data-bbox="1144 816 1276 912">Intensive Student with disabilities</td> <td data-bbox="1276 816 1409 912"></td> <td data-bbox="1409 816 1541 912"></td> <td data-bbox="1541 816 1669 912"></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			
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All Intensive learners																										
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Intensive Student with disabilities																										

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**Academic Program Survey—Middle School Level**

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



Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components 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"> <li>Grades 6-8: 50-60 minutes (or one period)</li> </ul>	Full implementation means that the school's master schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> <li>This time is given priority and protected from interruptions.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																				
			2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center"><b>Key Components</b></p> <p><b>Appropriate Allocation of Daily Instructional Time</b>                      _____ Time is given priority and protected from interruptions.</p> <p><b>Identify # of instructional minutes (length of periods) offered at each grade level:</b></p> <table border="1" data-bbox="1144 581 1654 815"> <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 align="center">60</td> <td align="center">60</td> <td align="center">60</td> </tr> <tr> <td>English learners</td> <td align="center">60</td> <td align="center">60</td> <td align="center">60</td> </tr> <tr> <td>Students with disabilities</td> <td align="center">60</td> <td></td> <td align="center">60</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	60	60	60	English learners	60	60	60	Students with disabilities	60		60
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Documentation			Additional Comments																								
Mathematics																											
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

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Academic Program Survey—Middle School Level

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

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**Academic Program Survey—Middle School Level**

		<p>instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</p> <ul style="list-style-type: none"> <li>For grades 6-8, the core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</b></th> </tr> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Grade 6</th> <th style="width: 15%;">Grade 7</th> <th style="width: 15%;">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><b>Describe differentiated support for students not needing an additional strategic period:</b></p>	<b>Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</b>					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			
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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																											
2. Instructional Time	2.7 Through the school's master schedule, the school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials or program for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards. <ul style="list-style-type: none"> <li>Grades 6-8: 30-60 minutes (or up to one period) additional intensive support at each grade-level core course when additional intervention support is needed.</li> <li>Grade 8: one period of Algebra Readiness daily for identified intervention students.</li> </ul>	Full implementation means that the school's master schedule allocates sufficient instructional time or periods for identified intervention students needing specialized instruction to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/ school uses assessments and placement criteria to determine the instructional needs of intervention students. <ul style="list-style-type: none"> <li>For Grades 6-7, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards.</li> <li>For Grade 8, mathematics intensive intervention students are defined as those students who are achieving below seventh grade mathematics standards.</li> </ul> <p><b>For districts using the 2007 SBE adoptions:</b> The fourth through seventh grade intensive intervention materials are not designed as a curriculum to replace core mathematics instruction. The intensive intervention materials are to be used when additional intervention support is needed.</p> <ul style="list-style-type: none"> <li>For Grade 8, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally																							
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p align="center"><b>Key Components</b></p> <p><b><u>Appropriate Allocation of Daily Instructional Time</u></b>                      _____ Time is given priority and protected from interruptions.</p> <p>Indicate total number of <b>additional</b> minutes:</p> <table border="1" data-bbox="1129 557 1669 873"> <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			
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Academic Program Survey—Middle School Level

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted mathematics programs (6-8) in order for all mathematics teachers to follow a common sequence of instruction and assessment.	<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"> <li>Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.</li> <li>The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Reading/Language Arts/ELD course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re teaching; and 4) time to address specific skill needs of students.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;"><b>Key Components</b></p> <p><b><u>Instructional/Assessment Pacing Guides</u></b>  <input checked="" type="checkbox"/> Distributed to all teachers at each grade Level  <input type="checkbox"/> Used daily at every grade level</p> <p><b><u>Pacing Guide Use Monitored</u></b>  <input type="checkbox"/> Principal monitors daily use</p>							
Documentation			Additional Comments				
Mathematics							
School/District Pacing Plan by Grade Level or Program Level							
Attach appropriate documents.							

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Academic Program Survey—Middle School Level

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

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**Academic Program Survey—Middle School Level**

or intensive reading intervention program and mathematics program materials.

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

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

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Documentation

Additional Comments

E/LA/ELD & Mathematics

District Completion Records:

Approved Provider Information:

Date of Offerings:

Academic Program Survey—Middle School Level

Attach appropriate documents.

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

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																	
<b>5. Credentialed Teachers and Professional Development Opportunity</b>	<p>5.2 The school/district provides teachers of Reading/Language Arts/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Reading/Language Arts/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components.</p> <p>This requirement is fulfilled when the teacher completes 40 hours of SBE-adopted instructional materials training and 80 hours of</p>	<p>Full implementation means that all teachers of Reading/Language Arts/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted Reading/Language Arts/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> <li>Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> <li>Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the</li> </ul>	Objective	Fully	Substantially	Partially	Minimally													
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%													
			<p align="center"><b>Key Components</b></p> <p><b>Training and Practicum Completed:</b></p> <p><b>Indicate the number of teachers at each grade level and number completing training and practicum:</b></p> <table border="1" data-bbox="1178 605 1673 794"> <thead> <tr> <th></th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td align="center">2</td> <td></td> <td></td> </tr> <tr> <td>Grade 7</td> <td align="center">1</td> <td></td> <td></td> </tr> <tr> <td>Grade 8</td> <td align="center">1</td> <td></td> <td></td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>						# of Teachers	40 hour Training	Structured Practicum	Grade 6	2			Grade 7	1			Grade 8
	# of Teachers	40 hour Training	Structured Practicum																	
Grade 6	2																			
Grade 7	1																			
Grade 8	1																			

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
<p><b>5. Credentialed Teachers and Professional Development Opportunity</b></p>	<p>5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80 hour structured practicum based on the implementation of the instructional materials and the Essential Program Components.</p> <p>This requirement is fulfilled when the teacher completes 40 hours of instructional materials</p>	<p>Full implementation means that all teachers of mathematics, Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for English Learners and students with disabilities, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> <li>• Use of the SBE adopted 4-7<sup>th</sup> intensive intervention instructional materials along with the basic core program.</li> <li>• Data team protocol training to analyze and use data to inform classroom and school-wide practices.</li> </ul>	Objective	Fully	Substantially	Partially	Minimally
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<b>Key Components</b>				
<b>Training and Practicum Completed</b>							
<p>Indicate the number of teachers at each grade level and number completing training and practicum:</p>							
	# of Teachers	40 hour Training	Structured Practicum				
Grade 6	2						
Grade 7	1						
Algebra	1						
Algebra Readiness	0						
* Refer to suggested practicum activities							

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Attach appropriate documents.

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

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Academic Program Survey—Middle School Level

Attach appropriate documents.

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

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

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

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Attach appropriate documents.

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

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**Academic Program Survey—Middle School Level**

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

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