

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Claremont Middle School

Action Requested:

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

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Single Plan for Student Achievement builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Claremont Middle School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Claremont Middle School

6057004

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

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

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

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

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

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

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

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

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

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

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE

CONTEXT

Part 1: Our School Claremont Middle School is one of OUSD's comprehensive middle schools. Our student population is 66% African American, 12% White, 13% Latino, 4% Asian, and 3% various other ethnic backgrounds. 60% of our students qualify for free and reduced lunch. Approximately 5% of our students are English Language Learners. Over the last 5 years, Claremont has been engaged in school-wide reform, with the goal of becoming a high performance learning community that promotes high achievement by all its students. We have implemented several changes that have improved student learning and the engagement of our students and families, but we still have much to do for our school to reach its AYP targets (see section 2). Four years ago, as a Program Improvement Year 3 school, we worked with the district, staff and parents and developed our "Local Solution" plan—a five-year, comprehensive reform agenda that draws on the current research literature to re-design every aspect of our school (our school and management structures; curriculum and instruction; social-emotional support programs and services; and parent-community relationships). This year, we have reviewed that plan and we propose to sharpen our efforts by stopping strategies from that original plan that have proved ineffective and by focusing our efforts on a few, high-leverage strategies that have the most potential to accelerate learning.

VISION

School Vision: a. Professional Learning Community- voluntary group of teachers developing school vision. Timeline- about 6 weeks. 1. Writing goal A. Cross curriculum with steps for each grade level 2. Math Goal A. Also, cross curriculum

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

Claremont Middle School will be a small, diversified school, both in student population and staffing. We will provide a challenging and engaging education that prepares students to succeed at the highest levels in high school, college, or other post-high school pursuits. The curriculum will be challenging in terms of creating critical thinkers and adherence to state-mandated guidelines. Our students will not only be distinguished as scholars, but also by being "noble" human beings. Our students will be aware of and reflective of local, city, and world-wide issues. Students will be able to voice and articulate their wants and desires from a manner of respect and humility. Our students will also develop skills to be proactive in the local and general community when the need arises. When a student crosses the stage, the students will exhibit the following attributes: Academic skills, knowledge, and behaviors: Students will have ? Reached a minimum of proficiency in the 8th grade California content standards. ? Developed meta-cognitive skills, such as the ability to self-reflect, compare evidence, understand perspectives, make connections, etc. ? Developed strong communication skills, both verbal and written, that allow them to present and support their ideas. ? Developed the ability to organize and revise work until it is their "best", to identify and access resources, and to cooperate in a group setting. ? Literacy in key areas of the fine arts, in computers/technology, and in geography/environment. Personal skills, knowledge and behaviors: Students will ? Behave in a manner and make choices that promote their well-being and allow them to be successful in a variety of social and work environments. ? Demonstrate intra-personal habits, including awareness of self, confidence, pride (with self and as Claremont alumni), self-respect, and positive goal-setting. ? They will demonstrate inter-personal habits, including problem solving, respecting others, accepting responsibility, displaying empathy and compassion, and acting in solidarity with others. Community skills, knowledge and behaviors: Students will ? Demonstrate a willingness to act and vocalize on local and global issues and a confidence they know they can make a difference in the world (one person at a time). ? Express a sense of community (CMS, neighborhood, city).

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

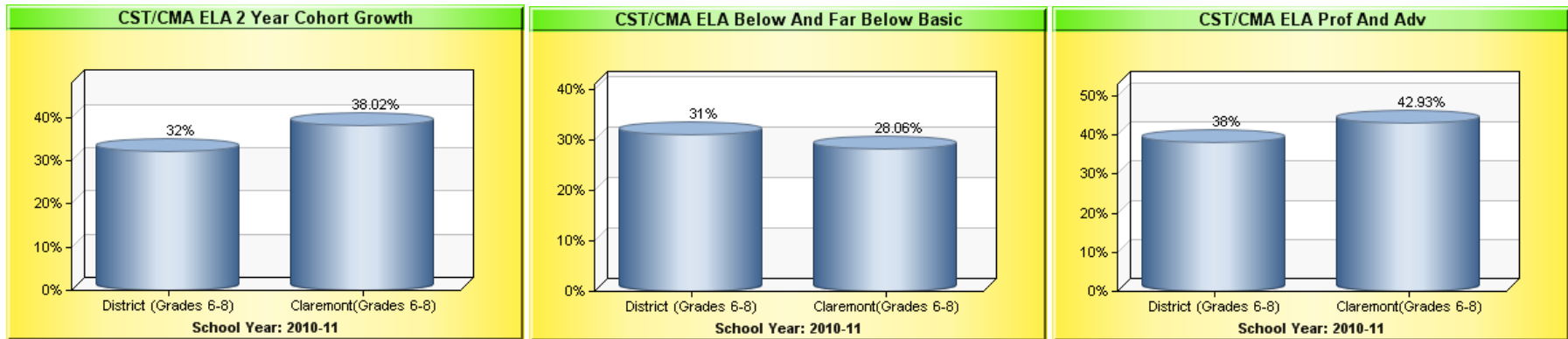
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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



School Data

- Current 6th and 8th are scoring 2 - 11% below state average in ELA. Current 6th-8th are approximately 5% above district average on CST
- 3% less of Current 6th-8th graders at Claremont are scoring in the FBB and BB range than the district average

Data Analysis

- 50% of 6th graders scored proficient or advanced on last BM
- 43% of 7th graders scored proficient or advanced on last BM
- 32% of 8th graders scored proficient or advance on last BM
- We have determined that low writing and comprehension skills are the root causes of the achievement gap at Claremont
- We are organizing our master schedule next year to provide targeted web based interventions read 180 and lets go learn to FBB and BB students, and persuasive writing across the curriculum to target the achievement gap

Theory Action

- If we create ELA intervention classes with a min. of 7 student computers that use Read 180 and Lets go Learn as web based interventions then we will be able to move 35% of FBB and BB students to Basic and increase the number of proficient/adv st
- If we create an ELL cohort that is part of a heterogenous house structure and receives targeted ELD instruction one period per day then we will increase the number of ELL's scoring proficient and advanced by 20%
- If we provide all teachers with laptops to better utilize the SMART boards in their classrooms then we will increase student engagement and achievement.
- If we continue to engage in Cycle of Inquiry in ELA with a writing focus then we will increase the number of proficient/adv. students by 20% in our targeted subgroups.
- If we consistently use CLR, AED, and SDAIE strategies as regular components of our ELA instruction then we will increase the number of proficient/adv. students on CST by 20% and decrease number of BB and FBB by 30%

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Matain small class sizes and QEIA goals	CST and Bench Mark	FBB, BB and BAS	2012-2013 school year	Ben Schmookler	4/18/2012	201SQ11A3708	Maintain Small Class sizes	3010-Title I		K12TCH0341	0.1	\$7,426.07
Matain small class sizes and QEIA goals	CST and Bench Mark	FBB, BB and BAS	2012-2013 school year	Ben Schmookler	4/18/2012	201SQ11A3712	Maintain Small Class sizes	3010-Title I		K12TCH1951	0.5	\$46,150.70
Matain small class sizes and QEIA goals	CST and Bench Mark	FBB, BB and BAS	2012-2013 school year	Ben Schmookler	4/18/2012	201SQ11A3713	maintain small class sizes	3010-Title I		K12TCH9999	0.3	\$22,679.99

Maintain small class sizes and QEIA goals	CST and Bench Mark	FBB, BB and BAS	2012-2013 school year	Ben Schmookler	4/18/2012	201SQ1A3714	maintain small class sizes	3010-Title I		K12TCH1600	0.19	\$12,403.96
Purchase Read 180 materials and other supplies	CST and Bench Mark	FBB, BB	2012-2013 school year	Ben Schmookler	4/18/2012	201SQ1A3716	Read 180 and supplemental supplies	3010-Title I	4300-MATERIALS & SUPPLIES		0	\$1,911.81
Food for parent participation and SSC	Parent participation	All Students	2012-2013 school year	Ben Schmookler	4/18/2012	201SQ1A3717	Increase parent participation	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$2,039.11
Food for parent participation and SSC	Parent participation	All Students	2012-2013 school year	Ben Schmookler	4/18/2012	201SQ1A3718		N/A			0	\$0.00
Create ELL cohort to travel together and receive ELD development in their classes	CDLET, CST and Bench Mark	English Learners	2012-2013 school year	Itico Garcia	4/18/2012	201SQ1A3719	Create ELL cohort to travel together and receive ELD development in their classes	7090-EIA - SCE		K12TCH1600	0.6	\$39,170.40
Create ELL cohort to travel together and receive ELD development in their classes	CDLET, CST and Bench Mark	English Learners	2012-2013 school year	Itico Garcia	4/18/2012	201SQ1A3720	Create ELL cohort to travel together and receive ELD development in their classes	7090-EIA - SCE		K12TCH9999	0.3	\$22,679.99
Create ELL cohort to travel together and receive ELD development in their classes	CDLET, CST and Bench Mark	English Learners	2012-2013 school year	Itico Garcia	4/18/2012	201SQ1A3721	Purchase supplemental reading material and supplies	7090-EIA - SCE	4310-SUPPLIES		0	\$0.00
Provide a Read 180 section for ELL students	CDLEET	English Learners	2012-2013 school year	Itico Garcia	4/18/2012	201SQ1A3722	Read 180	7091-EIA - LEP		K12TCH0598	0.1	\$4,744.06
Provide a Read 180 section for ELL students	CDLEET	English Learners	2012-2013 school year	Itico Garcia	4/18/2012	201SQ1A3723	Purchase supplemental material and supplies	7091-EIA - LEP	4310-SUPPLIES		0	\$0.00
To increase academic achievement in title one schools by lowering the class size 6th 17.15 7th 18.58 8th 19.25	CST and Bench Mark		2012-2013 school year	Ben Schmookler	4/18/2012	201SQ1A3724	Lower class sizes	7400-QEIA		K12TCH0171	0.9	\$47,310.91
To increase academic achievement in title one schools by lowering the class size 6th 17.15 7th 18.58 8th 19.25	CST and Bench Mark		2012-2013 school year	Ben Schmookler	4/18/2012	201SQ1A3725	Lower class sizes	7400-QEIA		K12TCH0171	0.8	\$37,673.42
To increase academic achievement in title one schools by lowering the class size 6th 17.15 7th 18.58 8th 19.25	CST and Bench Mark		2012-2013 school year	Ben Schmookler	4/18/2012	201SQ1A3726	Lower class sizes	7400-QEIA		K12TCH0171	0.9	\$52,444.66
To increase academic achievement in title one schools by lowering the class size 6th 17.15 7th 18.58 8th 19.25	CST and Bench Mark		2012-2013 school year	Ben Schmookler	4/18/2012	201SQ1A3727	Lower class sizes	7400-QEIA		K12TCH0341	0.58	\$43,071.19
To increase academic achievement in title one schools by lowering the class size 6th 17.15 7th 18.58 8th 19.25	CST and Bench Mark		2012-2013 school year	Ben Schmookler	4/18/2012	201SQ1A3728	Lower class sizes	7400-QEIA		K12TCH0620	0.9	\$67,672.75

To increase academic achievement in title one schools by lowering the class size 6th 17.15 7th 18.58 8th 19.25	CST and Bench Mark		2012-2013 school year	Ben Schmookler	4/18/2012	201SQ11A3729	Lower class sizes	7400-QEIA		K12TCH0841	0.9	\$56,411.96
To increase academic achievement in title one schools by lowering the class size 6th 17.15 7th 18.58 8th 19.25	CST and Bench Mark		2012-2013 school year	Ben Schmookler	4/18/2012	201SQ11A3730	Lower class sizes	7400-QEIA		K12TCH1363	1	\$87,213.14
To increase academic achievement in title one schools by lowering the class size 6th 17.15 7th 18.58 8th 19.25	CST and Bench Mark		2012-2013 school year	Ben Schmookler	4/18/2012	201SQ11A3732		7400-QEIA	1120-TEACHERS SALARIES STIPENDS		0	\$0.00
To increase academic achievement in title one schools by lowering the class size 6th 17.15 7th 18.58 8th 19.25	CST and Bench Mark		2012-2013 school year	Ben Schmookler	4/18/2012	201SQ11A3733		N/A			0	\$0.00
Purchase supplemental material, computers, printers, cameras, and supplies to support student achievement	CST and Bench Mark	All Students	20122013	Ben Schmookler	4/18/2012	201SQ11A3734	Purchase supplemental materials	7400-QEIA	4310-SUPPLIES		0	\$21,301.97

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

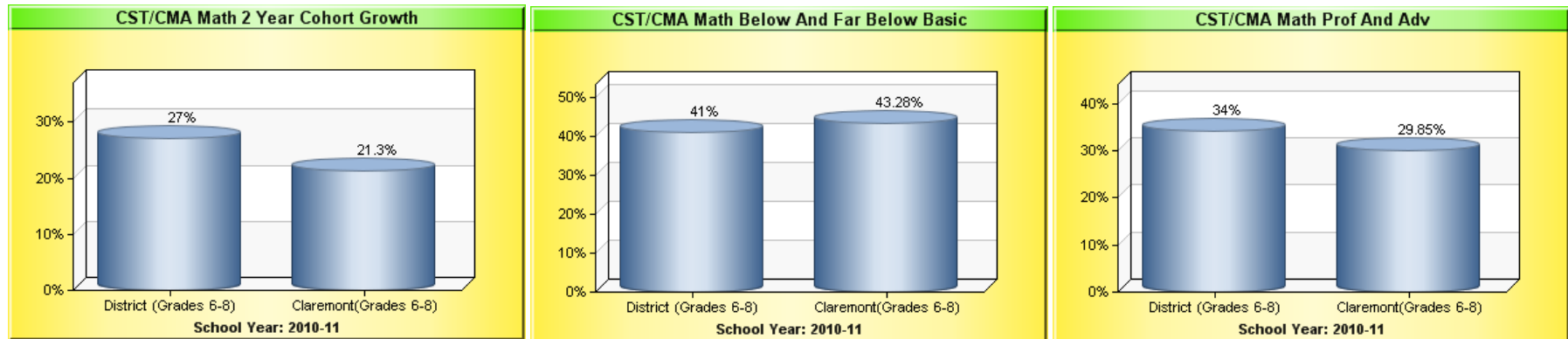
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

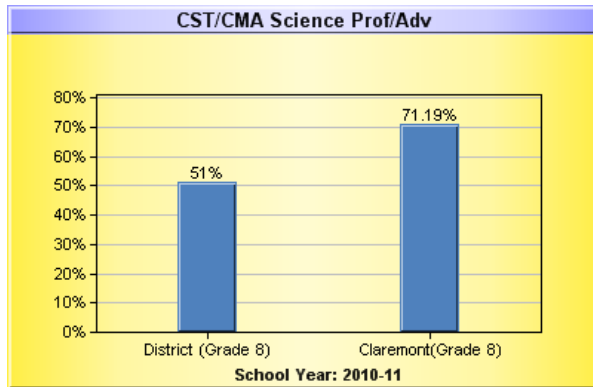
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

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





School Data

- Claremont has 2.28% more students in the FBB range and 5.7% less students in the proficient/adv range than the district average as measured by CMA/CST
- Claremont has 20% more students in the proficient/adv range on 8th grade Science CST than district average.

Data Analysis

- Math must be an area of focus, as our BM scores continue to remain below 40% Pro/Adv, and we have a persistent achievement gap for ELL's and AAMs.
- Our Science department is strong and has produced consistent high results on CST, we will continue to replicate the culture of observation and collaboration in the Science department.
- All 6th grade students take Earth science, all 7th grade students take Life science, and all 8th grade students take Physical science so our students are well prepared for CST
- All Science classrooms have Smart Boards, science lab tables and lab experiments so that hands on learning can occur, another reason for high science achievement.
- Many Math students enter with a high need for basic skills, and our entire Math department is new to Claremont this year.

Theory Action

- If 7 functional classroom computers are installed in every class room and teachers use web based interventions then student achievement will increase by 25% from FBB/BB to Basic as measured by CST and benchmark exams
- If teachers continue an experiment based science curriculum that is culturally relevant using cycle of inquiry student engagement and achievement will increase by 20% in proficient/adv. domain as measured by CST particularly for ELL's and AAMs
- If the school increases the use of technology in the classroom via the purchase of Macbook airs for all teachers to facilitate use of Smart/promethean boards, then student engagement and achievement will increase by 20% as measured by CST and BM
- If our Math dept. engages in cycle of inquiry to improve student outcomes and participates in Middle School Math Cohort then Student achievement will increase by 25% in the proficient and advanced range as measured by CST

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Principal participate in site administrator PD and collaboration	Increased participation by Principal in Site Administrator PD	All Students	By June 2013	Ben Schmookler	4/24/2012	201SQ11B3897	1	N/A			0	\$0.00

	and collaboration												
All Math teachers participate in 2nd Wednesday Team Math collaborative from 2-330	Increased quantity of teachers involved in centralized PD	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQI1B3896	2		N/A			0	\$0.00
Principals/APs model strategies in all faculty and PD that enable all students to participate	Increased use by teachers of strategies modeled by Administrators in staff/PD	All Students	By June 2013	Principal	4/24/2012	201SQI1B3895	3		N/A			0	\$0.00
Site teams do math classroom visits at other school sites together with REXO using the 5x8 evidence gathering card as their lens	Increased use of 5x8 evidence gathering cards by teachers	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQI1B3894	4		N/A			0	\$0.00
Principal engages site leadership team in developing implementing and revising math site plans via cycle of inquiry	Site math plans developed implemented and revised by the site leadership team	All Students	By June 2013	Principal/ Math & Science Dept.	4/24/2012	201SQI1B3893	5		N/A			0	\$0.00
Administrators model number talks, participation quizzes and, Board Math/multiple choice test taking strategies and similar instructional routines in staff meetings and support teachers to implement them regularly.	Increased use by teachers of strategies modeled by Administrators in staff/PD	All Students	By June 2013	Principal	4/24/2012	201SQI1B3892	6		N/A			0	\$0.00
3 math teachers participate in the 330-530 session of 2nd Wednesday Collaboration in order to develop the leadership capacity Core Curriculum Development, Lesson Study, and Assessment for Learning	Increased quantity of teachers involved in leadership opportunities	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQI1B3891	7		N/A			0	\$0.00
Teachers conduct learning walks at least twice yearly and visit each others classrooms using the 5x8 card observation tool to practice gathering evidence of student thinking and learning.	Increased frequency of observable vital math behavior.	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQI1B3890	8		N/A			0	\$0.00
Teachers visit each others classrooms at least twice yearly using learning walk protocol as observation tool to practice gathering evidence of best practices and student engagement strategies.	Increased use by teachers of best practices and engagement strategies, signature pedagogies and increased frequency of observable student vital behaviors.	FBB, BB and BAS	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQI1B3889	9		N/A			0	\$0.00
Teachers, administrators, district staff and partners are engaged in learning walk pre-observation, post observation debrief, and positive sentence frames to give feedback to students and their teachers about mathematics learning using the 5x8 card observation tool.	Increased use by teachers of sentence frames to give feedback from evidence gathered using 5x8 card observation tool.	FBB, BB and BAS	By June 2013	Principal	4/24/2012	201SQI1B3888	10		N/A			0	\$0.00

All math teachers collaborate with site and off-site colleagues at least once a month.	Increased sharing of curriculum assessment and instructional strategies within and across sites	FBB, BB and BAS	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3887	11	N/A			0	\$0.00
All math teachers give students formative assessments, particularly for fractions and decimals, and also for prior course expectations to determine level and placement.	Increased understanding of and site readiness for the upcoming CCSS-M assessments	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3886	12	N/A			0	\$0.00
Lessons target to mitigate failure fatigue in students and increase math engagement and readiness.	Increased use of strategies that address students affective domain in mathematics by all teachers.	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3885	13	N/A			0	\$0.00
Math department collaboratively designs math facts curriculum , including conceptual understanding of addition, subtraction,multiplication and division to accelerate student achievement and increase enrollment in Algebra and Geometry.	Increased use of math facts curriculum by Math 6-8 teachers.	FBB, BB and BAS	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3884	14	N/A			0	\$0.00
Teachers participate in both summer and midyear institutes.	Increased use of Assessment for Learning/Academic language strategies.	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3883	15	N/A			0	\$0.00
Teachers engage in co-planning and co-teaching of a public lesson at least 4 times yearly.	Increased use of signature pedagogies and increased frequency of observable student vital behaviors.	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3882	16	N/A			0	\$0.00
Math teachers administer performance task on each benchmark assessment.	Increased quantity of students who do the performance task on the BM assessment	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3881	17	N/A			0	\$0.00
Teachers use some of the performance task recommended in the pacing guide/scope and sequence.	Increase number of students who complete performance tasks in class	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3880	18	N/A			0	\$0.00
Teachers use performance tasks in their classrooms on a regular basis (3+ times per month)	Increase number of students who complete performance tasks in class	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3879	19	N/A			0	\$0.00
Teachers plan units using the unit planning tools provided in the Core Curriculum Guide.	Increased quantity of units aligned with the CCSS_M	All Students	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3878	20	N/A			0	\$0.00
Use extended day program, MESA, and MathCounts to supplement math/stem instruction	Extended day programs, MESA, Mathcounts that supplement STEM	GATE	By June 2013	Principal/ Math Dept. Lead	4/24/2012	201SQ11B3877	21	N/A			0	\$0.00

instruction												
-------------	--	--	--	--	--	--	--	--	--	--	--	--

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

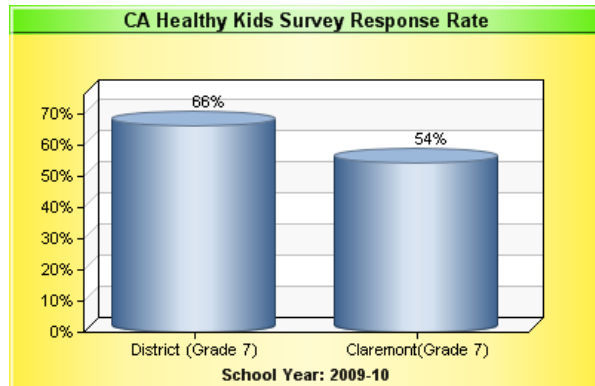
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



School Data

- Claremont has 12% less respondents than the district average.

Data Analysis

- We have a lower than average response rate. More explicit training on administration of CHKS will increase participation rate

Theory Action

- If teachers from the elementary sites collaborate with teachers on staff at Claremont Middle then children will be better prepared academically and socially for the transition to middle school.
- If Elementary teachers provide background for incoming 6th graders then they will have a smooth transition into middle school.
- If Claremont continues to provide open houses and school tours to prospective students from elementary school then they will have an easier transition to Claremont

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

School Quality Standards relevant to this Strategic Priority

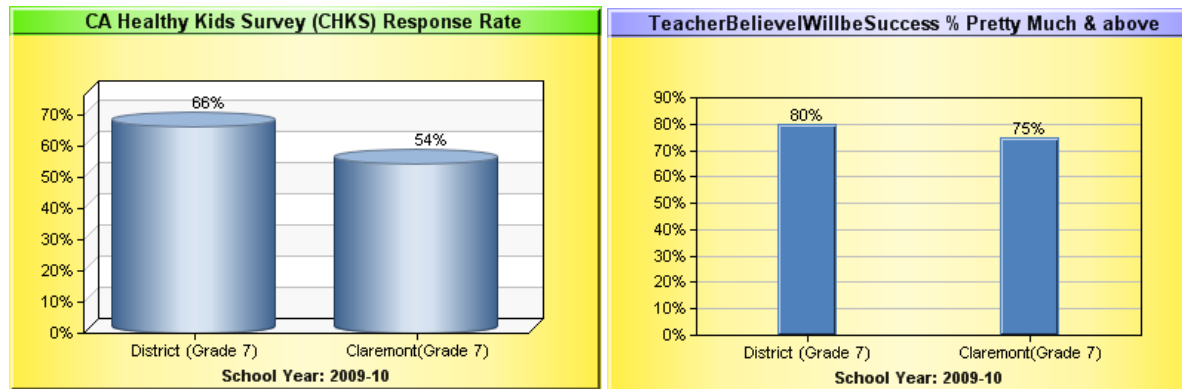
A quality school...

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

From OUSD Strategic Plan:

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

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



School Data

- Our Math achievement is hindering us from achieving double digit growth.
- Our CHKS survey is below district average and our teacher I believe we succeed survey is below district average

Theory Action

- If teachers collaborate with the office of College Readiness in order to provide advanced placement classes then more students will have the opportunity to access college level courses in high school.
- If we create an advanced Math 6 course then the number of 7th graders that take and pass Algebra CST with a proficient and advanced score will increase by 30%
- If more 7th graders take Algebra 1 then the number of 8th graders that take and pass Algebra CST with a proficient and advanced score will increase by 30%

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: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Data

- Currently 20% of the 6th grade honor roll consists of AAM's, 11% of the 7th grade honor roll, and 23% of our 8th grade honor roll consists of AAM's
- Through targeted intervention and teacher collaboration we will increase the number of AAM's to 35% of our 6th grade honor role, 35% of our 7th grade honor roll and 35% of our 8th grade honor roll

Data Analysis

- African American males are not achieving at the rate of their white peers, and make up the majority of FBB and BB students at Claremont
- Increased targeted learning opportunities for African American males during and after school will assist in raising AAM achievement
- Increased male role models on campus, staff, peacemakers, district personnel all provide positive imagery which will increase motivation and engagement for AAM

Theory Action

- If we engage the African American Male Task force in developing effective strategies for increasing African American male achievement at Claremont then we will see a 15% increase in proficient/adv. AAM students as measured by CST
- If we Utilize the focal 15 initiative to help improve achievement of targeted African American males then we will move 15% of AAM from BB and FBB to Basic as measured by CST
- If we use web based intervention programs Read 180 and Lets Go Learn then we will bridge achievement gaps for ELL's, Disabled students and AAM's and provide differentiated opportunities for GATE students.
- If we continue to engage in Cycle of Inquiry in the Domains of ELA and Math with a writing focus then we will increase the number of proficient/adv. students by 20% in our targeted subgroups.
- If we create intervention classes in ELA and create Math 8 sections then we will move 20% of students from BB and FBB to Basic

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
------------	------------	----------	----------	-------	------	-------	------------------	-------------	-----------	----------	-----	---------------

Provide program for GATE students.	Benchmark assessments	GATE	Ongoing through school year	Principal	5/18/2012	201SQ1E4603	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00
------------------------------------	-----------------------	------	-----------------------------	-----------	-----------	-------------	---	-----	--	--	---	--------

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

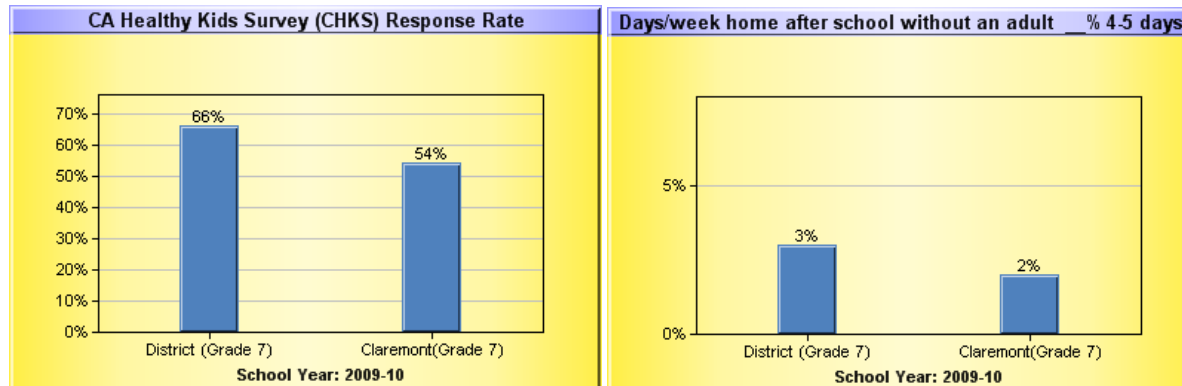
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



School Data

- Claremont has 1% less than district average of students who spend unsupervised time at home after school
- Claremont has approximately 200 students that participate in academic and enrichment after school programming from 315-600 pm daily

Data Analysis

- Eliminating advisory and implementing block schedule will increase instructional minutes and student engagement.
- Increased instructional minutes and engagement during the regular will allow for greater participation in after school programs that can allow more students to enter enrichment

Theory Action

- If we eliminate advisory then we will have more instructional time to do academic interventions
- If we implement a block schedule three days per week then we will be able to do more in depth hands on learning.

- If we implement strategic intervention classes then FBB BB and ELL students will receive the targeted instruction they need to decrease the number of FBB and BB students by 30%

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

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

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

School Quality Standards relevant to this Strategic Priority

A quality school...

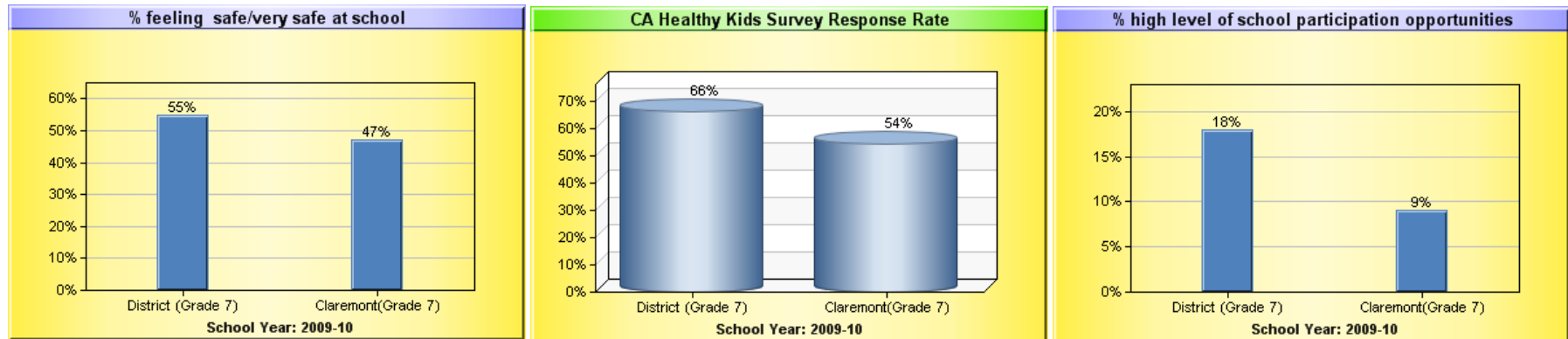
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

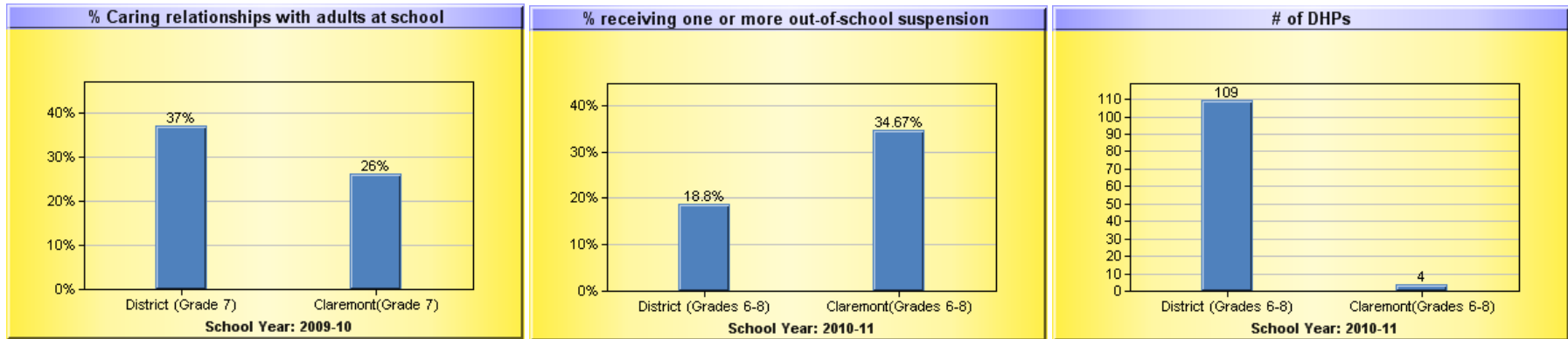
From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- Students at Claremont feel less safe at school and less cared for by adults at the school than the district average and don't feel there are ample opportunities for them to participate
- Claremont has more suspensions and DHP's than the district average

Data Analysis

- Due to a lack of Positive behavior incentives and leadership opportunities students do not feel engaged with or cared for by the school.
- Implementation of PBIS, Jr peacemakers, peer conflict mediators, and student council will provide leadership opportunities engage and empower students and positively transform school culture

Theory Action

- If Claremont implements the PBIS action plan over the next three years then the PBIS hand book and positive behavior film will become the behavior norm for Claremont positively transforming school culture.
- If Claremont incubates PBIS tier 2 interventions next year then we will better serve the 15% of high risk students in the future
- If Claremont retains Jr. Peacemakers and Peer Conflict Mediators from the beginning of the year then the 15% of high risk students will be provided leadership opportunities that positively transform school culture.
- If Claremont creates a leadership class then we will have student government which positively engage students and transform school culture.

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

Strategic Priority B. Health & Wellness

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

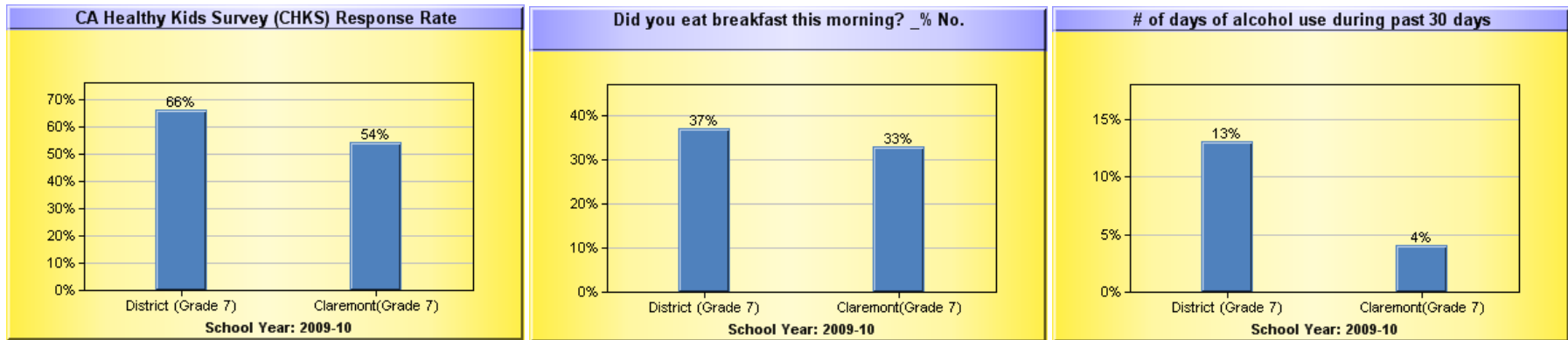
School Quality Standards relevant to this Strategic Priority

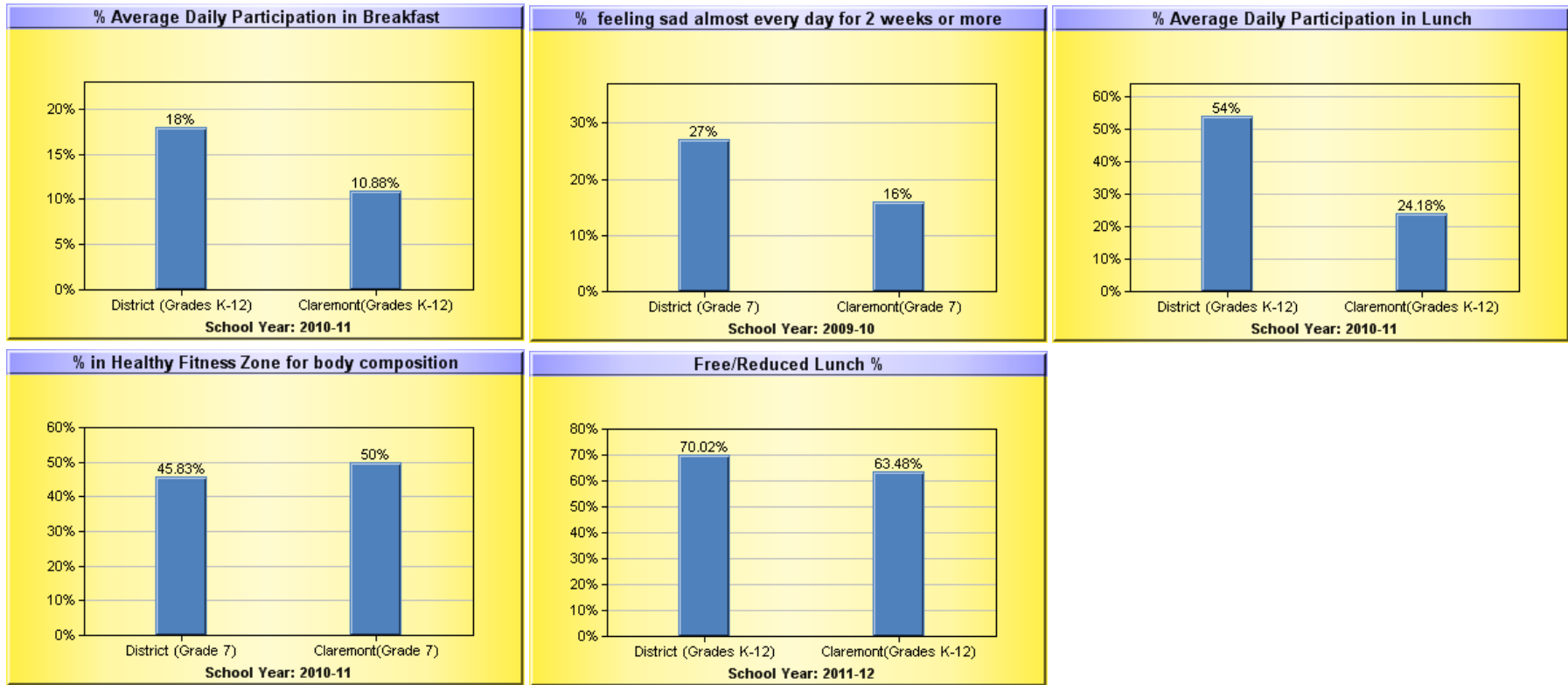
A quality school...

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

From OUSD Strategic Plan:

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





School Data

- Claremont has less students on free and reduced lunch and a lower number of students that eat school breakfast and lunch than the district average
- Claremont has lower rates of alcohol use and depression and higher fitness rates than the rest of the district

Data Analysis

- Availability of counseling staff on campus decreases our students anxiety and supports their mental health.
- The school nurse on campus provides students with immediate care.
- Gender specific PE classes with Gender aligned teachers increases participation in PE and increases Claremonts fitness index.

Theory Action

- If Claremont maintains a nurse on campus three full days per week and extra services for asthmatics and diabetics then we will continue to have better than average health results on CHKS
- If Claremont maintains a COST team and two full time counselors then we will reduce the incidences of depression and behaviors associated with mental health needs.
- If Claremont maintains a TUPE counselor 1 day per week then we will reduce the amount of alcohol tobacco and marijuana related incidents on campus

- If Claremont maintains one full time female, and one full time male PE teacher then we will increase the number of students scoring in the healthy body index zone

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

School Quality Standards relevant to this Strategic Priority

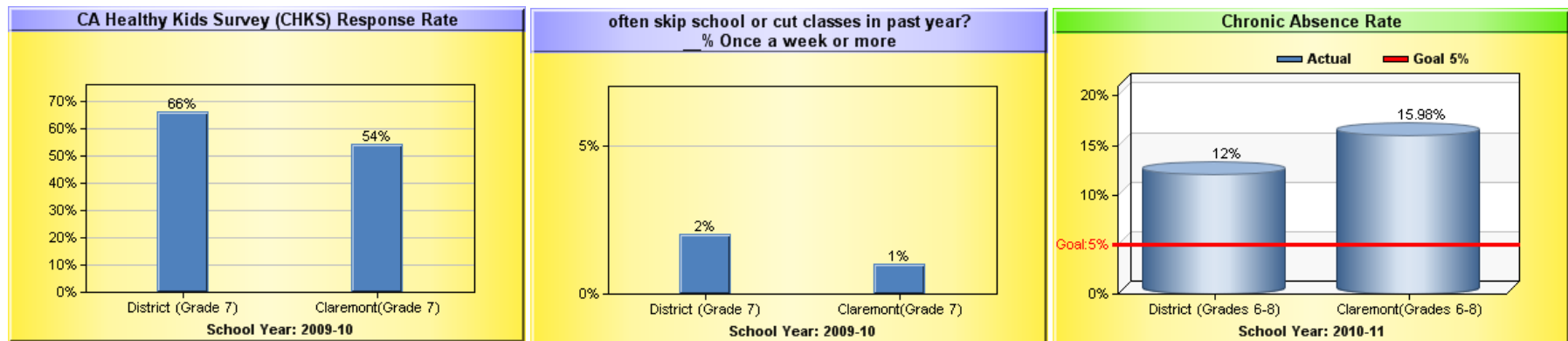
A quality school...

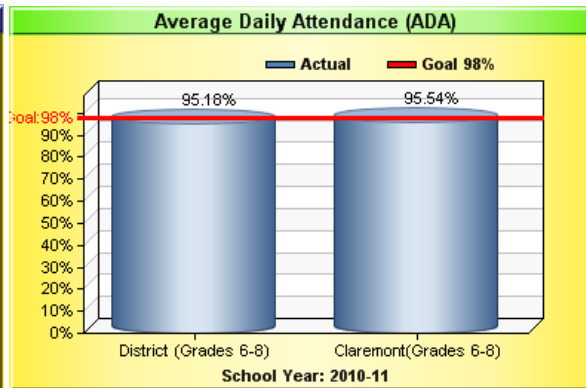
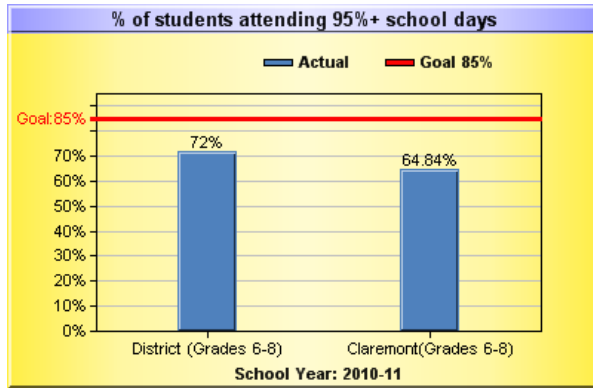
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

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

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





School Data

- Claremont has lower cutting rates but higher chronic absence rates than the district average.
- Claremont meets district average for ADA but is lower than district average for number of students who attend 95+ days of school

Data Analysis

- Students are disengaged from learning.
- Students suffer from traumatic experiences outside of school.
- Students are academically behind so they choose not to engage.

Theory Action

- If we Celebrate attendance like we celebrate academic achievement then we can increase family and community engagement
- If we continue to hold regular SART and SARB meeting that result in behavior/attendance contracts then we can reduce the rate of chronic absence and tardies
- If we conduct regular tardy sweeps and continue our lunch detention and in school suspension room as a consequence for tardies and cutting then we will decrease chronic absence and tardies

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

School Quality Standards relevant to this Strategic Priority

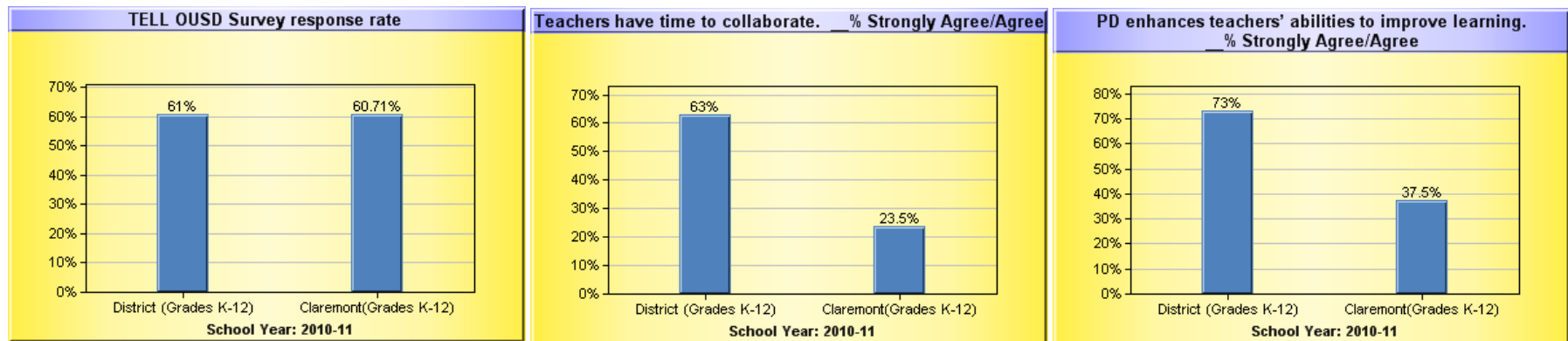
A quality school...

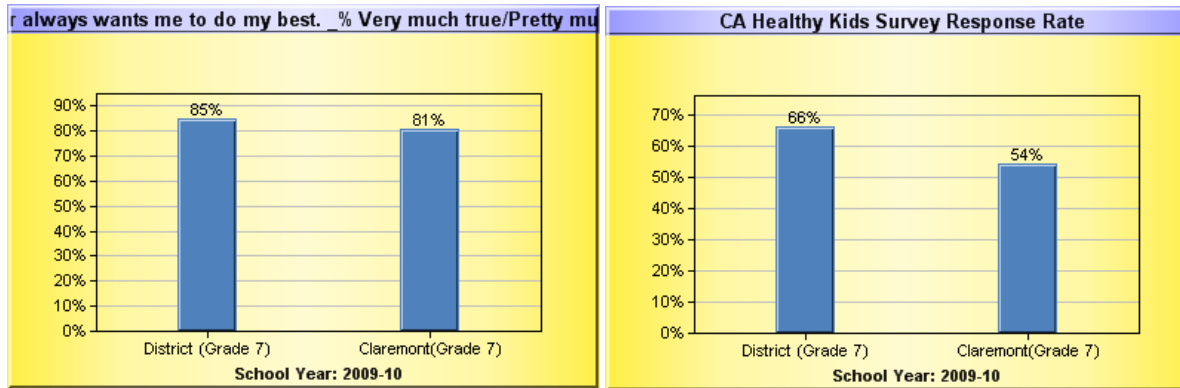
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

From OUSD Strategic Plan:

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

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





School Data

- Claremont teachers did not feel that they had adequate time to collaborate or that PD was meaningful
- Claremonts TELL survey response was close to district average and teacher attitude toward job performance was slightly lower

Data Analysis

- Claremont needs stable leadership.
- Staff needs meaningful professional development that increases capacity.
- Staff needs structured PLC time that has a product and is monitored by Administration

Theory Action

- If we continue to engage in cycle of inquiry then we will progress in creating meaningful staff development.
- If we continue collaboration between administration and staff to develop professional development calendar and topics of interest or need then we will continue to have increased buy in and participation from Staff
- If we collaborate with our Middle School Administrators then we will incorporate successful professional developments from other middle school sites.
- If we continue to provide leadership opportunities to teachers via house/department structures then we will build stronger PLCs that improve school culture and student achievement

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

Strategic Priority A. Family & Community Engagement

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

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

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

School Data

- Claremont receives a tremendous amount of parent support both physically and financially.

Data Analysis

- Claremont must increase parent involvement from African American families.

Theory Action

- If we increase participation in PTA by 20% to include more diverse parent participation then we will increase student achievement, improve student behavior and school culture and climate
- If we continue to invite parents and community to participate in school functions and provide free food and childcare then we will increase family and community engagement
- If we maintain an open door policy in which parents and community members are welcomed to help improve and participate in the school then we will improve family and community engagement.
- If we acquire a parent liaison in order to promote 75% or more parent participation then we will increase family and community engagement
- If we continue to partner with PTA on Family, Math, Science, Music, and Movie night as well school tours, Back to School Night, Open House and Open house for prospective parents then we will continue to increase family and community engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Claremont Middle School

Principal: BENJAMIN SCHMOOKLER

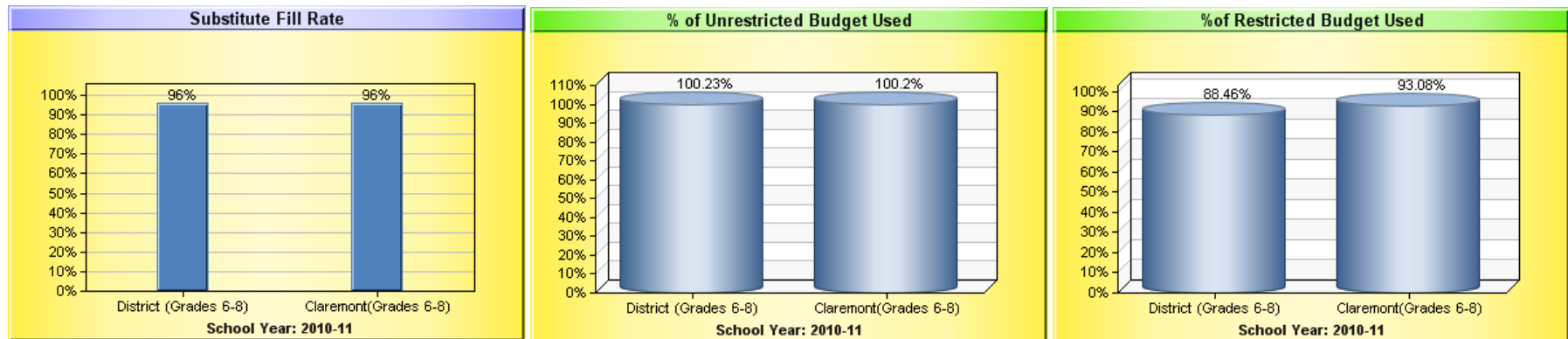
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Claremont Middle School
Site Number: 201**

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on April 30th, 2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on April 30th, 2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature

Rene Briggs

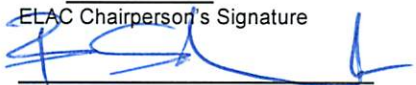
SSC Chairperson's Name (printed)

Date 5/7/12
5/7/12



Rene Briggs

ELAC Chairperson's Signature



ELAC Chairperson's Name (printed)

Ben Schmookler

Date 5-9-12

Principal Signature

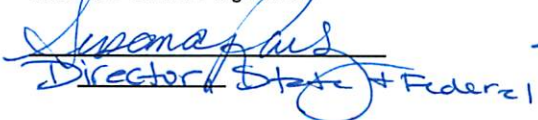


Principal's Name (printed)

Mia Settles - Tidwell

Date 5/14/12

Executive Officer's Signature


Director, State + Federal

Executive Officer's Name (printed)

Susana Ramirez

Date 6/7/12

School Site Council Membership Roster – Middle School

School Name: Claremont Middle

School Year 2011-2012

Chairperson : Charlotte Smith	Vice Chairperson:
Secretary:	<u>DAC Representative:</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Benjamin Schmookler		x				
Claudette Center			x			
Angela Parker			x			
Jaime Colly				x		
Renaie Briggs			x			
Carroll Moore					x	
Jennifer Flattery					x	
Lacy Lefkowitz			x			
Michael Napolitano					x	
Charlotte Smith					x	
Jean Parker					x	
Chan U Lee					x	
DAC Representative						
Home Ph.	Email:					

Meeting Schedule	
-------------------------	--

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

School-Parent Compact

Claremont Middle School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Claremont Middle School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

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

Claremont institutes an open door policy. Parents are free to come in and ask clarifying questions on a need to know basis at any time. The parents are also given the Title I information during the registration period before the school year starts.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Title I students and parents are encouraged to come to the informational during registration in which the program is summarized and there is a question and answer session.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. All teachers participate in a Title I informational session at the beginning of the school year.
- 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. Claremont hosts Tea Friday's on the last Friday of every month. There are PTA and SSC meetings in which refreshments are served. All meetings are announced via robo call, flyers, and marquee notations in front of the school.
- 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. Robo calls, flyers and marquee announcements are made a week in advance of any scheduled meetings in multiple languages.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. [Interpreters will be provided during meetings.](#)

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. [All flyers are sent home in multiple languages, there are telephone robo calls, e-mails and a marquee in front of the school.](#)

Adoption

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

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The **Claremont'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.

(Principal's Signature)

(Date)

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. [All flyers are sent home in multiple languages, there are telephone robo calls, e-mails and a marquee in front of the school.](#)

Adoption

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

This policy was adopted by the (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The **Claremont'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.

(Principal's Signature)

(Date)

Appendix V.

SCHOOL-PARENT COMPACT

Claremont Middle School Compact

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

As a student I will:

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

Student's Signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family Member's 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's Signature

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

Signed on this _____ day of _____, 20__.

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
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts/ English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in Reading/Language Arts/ELD. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and English learners. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with reading difficulties, students with disabilities, and advanced learners. Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education plan (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
Appropriate Instructional Program Materials All students are ____ assessed, ____ placed, and ____ provided appropriate SBE-adopted instructional program materials.							
Number of Students: ____ <u>413</u> All Students ____ <u>35</u> English Learners ____ <u>36</u> Students with disabilities							
Appropriate Use Identify all that apply: ____ <input checked="" type="checkbox"/> Core materials are used daily as designed. ____ <input checked="" type="checkbox"/> Ancillary materials are used daily as designed.							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 8:57 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	<p>1.3 The school/district provides the current* SBE-adopted Reading/Language Arts intensive intervention programs and materials in grades 6-8. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.</p> <p>*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades 6-8, including English learners and students with disabilities, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials Students are _____ assessed, _____ placed and _____ provided appropriate SBE-adopted intensive intervention program and materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 6 ___ Gr. 7 ___ Gr. 8 ___ All Intensive EL's Gr. 6 ___ Gr. 7 ___ Gr. 8 ___ All Intensive SWD's Gr. 6 ___ Gr. 7 ___ Gr. 8 ___</p> <table border="1" data-bbox="1094 602 1593 786"> <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>Appropriate Use _____ 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			
Number/% Provided SBE Intensive Intervention																											
	Grade 6	Grade 7	Grade 8																								
All Intensive learners																											
Intensive EL's																											
Intensive SWD's																											
Documentation		Additional Comments																									
		Reading/Language Arts/ELD																									
District Purchase Date:		<p><u>We have purchased Read 180 materials for the 2012-2013 school year</u></p>																									
School Distribution Date:																											
Classroom Distribution Date:																											
Attach publisher PO documentation for sets of classroom core materials.																											

Benjamin Schmookler 5/7/12 8:57 AM
Formatted: Font:Bold

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.15", Bulleted + Level: 1 + Aligned at: 1.5" + Tab after: 1.75" + Indent at: 1.75", Tabs: 0.4", List tab + Not at 0.5" + 1.75"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

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

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
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades 6-7. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all identified intensive intervention students in grades 6-7, including English learners and students with disabilities, who are two or more years below grade level in mathematics are provided the current SBE-adopted intervention materials at the students' assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> For mathematics, grades 4-7, the 2008 SBE-adopted intensive intervention materials are not designed as a curriculum to replace core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials Students are ___ assessed and ___ provided appropriate SBE-adopted mathematics intervention materials. Number of Intensive Intervention Students: All Intensive learners: Gr. 6 ___ Gr. 7 ___ All Intensive EL's Gr. 6 ___ Gr. 7 ___ All Intensive SWD's Gr. 6 ___ Gr. 7 ___ Appropriate Use ___ Materials are used daily as designed.				
Documentation		Additional Comments					
Mathematics		W have developed a math intervention plan for the 2012-2013 school year using Moving With Math					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Benjamin Schmookler 5/7/12 8:59 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

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										
1. Instructional Program	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. For districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all 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. <ul style="list-style-type: none"> The Algebra Readiness program is a one period, stand-alone, intervention program to prepare students to enter into a grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. Some students with disabilities placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	Objective	Fully	Substantially	Partially	Minimally										
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%										
			Key Components Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials. Number of Intensive Intervention Students: All Intensive learners: Gr. 8 ___ All Intensive EL's Gr. 8 ___ All Intensive SWD's Gr. 8 ___ <table border="1"> <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> Appropriate Use _____ Materials are used daily as designed.					Number Provided SBE Algebra Readiness		Grade 8		Total Students		English Learners		Students with disabilities	
Number Provided SBE Algebra Readiness																	
Grade 8																	
Total Students																	
English Learners																	
Students with disabilities																	
Documentation		Additional Comments															
Mathematics																	
District Purchase Date:																	
School Distribution Date:																	
Classroom Distribution Date:																	
Attach publisher PO documentation for sets of classroom core materials.																	

Benjamin Schmookler 5/7/12 9:00 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for Reading/Language Arts/ELD. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 1.0 and up to 2.0 hours (or up to two periods) 	Full implementation means that the school's master schedule allocates for all Reading/Language Arts/ELD classrooms the appropriate daily instructional time in the current SBE-adopted Reading/Language Arts/ELD basic core materials**. This provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and protected from interruptions. <p>** Note for the 2008 SBE-adopted R/LA/ELD, this means Programs 1,2 or 3.</p>	Objective	Fully	Substantially	Partially	Minimally																				
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p style="text-align: center;">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time _____Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1094 558 1593 805"> <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></td> <td></td> <td></td> </tr> <tr> <td>English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students with disabilities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students				English learners				Students with disabilities			
Number of instructional minutes at each grade level																											
	Grade 6	Grade 7	Grade 8																								
All students																											
English learners																											
Students with disabilities																											
Documentation			Additional Comments																								
Reading/Language Arts/ELD																											
District Instructional Regulations:																											
School Instructional Procedures:																											
Attach appropriate documents.																											

Benjamin Schmookler 5/7/12 9:01 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 30-45 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. 	<p>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> This time is given priority and protected from interruptions. Students identified in need of strategic support are defined as students demonstrating proficiency in Reading/English-language arts standards no more than two years below grade level. Strategic learners are assessed and require additional instructional time beyond the core. <ul style="list-style-type: none"> For high priority strategic students, the support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade level course. <p>Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core English-language arts classroom.</p> <ul style="list-style-type: none"> The SBE-basic core adopted materials and the core 	Objective	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%																				
<p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time ___ Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic time (length of HP strategic periods) offered at each grade level:</p> <table border="1" data-bbox="1094 607 1587 906"> <thead> <tr> <th colspan="4">Number of students at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP Strategic</td> <td></td> <td></td> <td></td> </tr> <tr> <td># 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			
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																											

Benjamin Schmookler 5/7/12 9:01 AM
Formatted: Font:Bold

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.4", Bulleted + Level: 1 + Aligned at: 0.75" + Tab after: 1" + Indent at: 1", Tabs:Not at 1"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.

Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students

	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			

Describe assessment and placement criteria for high priority strategic students:

Describe differentiated support for students not needing an additional strategic period:

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified English learners, using either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 30-60 minutes (or up to one period) 	Full implementation means that the school's master schedule allocates 30-60 minutes of daily ELD instructional time in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE list, materials from the previous SBE-approved materials lists for all identified English learners. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions. <ul style="list-style-type: none"> English learners are appropriately placed into ELD using CELDT and all available English proficiency measures. Students at CELDT proficiency levels 1-3 need at least a separate ELD course focused on building English language skills. Students at CELDT proficiency levels 4 and 5 (Early Advanced and Advanced levels) may not need separate ELD courses, but should be in a Reading/Language Arts course that has specifically designated materials and/or strategies, that focus on building English language skills for mastery of content standards. Examples of designated ELD master schedule offerings include: <ul style="list-style-type: none"> A separate period of ELD ELD during SBE-adopted intensive intervention Program 5 An ELD strategic support class A grade-level English class with in-class ELD support 	Objective	Fully	Substantially	Partially	Minimally												
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
<p style="text-align: center;">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Identify all that apply _____ Time is given priority and protected from interruptions. _____ ELD instruction is additional time in the schedule.</p> <p>Identify Number (#) EL students by CELDT level and # of ELD minutes (length of periods) offered at each CELDT level</p> <table border="1" data-bbox="1094 678 1593 873"> <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)			
Proficiency Levels	Levels 1-2	Level 3	Levels 4-5																
# Students																			
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)																			

Benjamin Schmookler 5/7/12 9:02 AM
Formatted: Font:Bold

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.06", Bulleted + Level: 1 + Aligned at: 1.03" + Tab after: 1.28" + Indent at: 1.28"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

		<ul style="list-style-type: none"> Districts who have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1, English learners should be provided daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists Districts not adopting from the 2008 SBE list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	<p><u>We have developed a cohort of ELL students to receive ELD instruction and use Read 180 for the 2012-2013 school year.</u></p>	
District Instructional Regulations:			
School Instructional Procedures:			
Attach appropriate documents.			

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.06", Bulleted + Level: 1 + Aligned at: 1.03" + Tab after: 1.28" + Indent at: 1.28"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:04 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted programs for mathematics. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> Grades 6-8: 50-60 minutes (or one period) 	Full implementation means that the school's master schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																				
			2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time _____Time is given priority and protected from interruptions.</p> <p>Identify # of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" data-bbox="1094 558 1575 779"> <thead> <tr> <th colspan="4"># of Instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Algebra I</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Students with disabilities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>* For Algebra Readiness see 2.7</p>								# of Instructional minutes at each grade level					Grade 6	Grade 7	Algebra I	All Students				English learners				Students with disabilities			
# of Instructional minutes at each grade level																											
	Grade 6	Grade 7	Algebra I																								
All Students																											
English learners																											
Students with disabilities																											
Documentation			Additional Comments																								
District Instructional Regulations: School Instructional Procedures: Attach appropriate documents.			Mathematics																								

Benjamin Schmookler 5/7/12 9:05 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:05 AM
Formatted: Font:Bold

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.43", Bulleted + Level: 1 + Aligned at: 0.05" + Tab after: 0.3" + Indent at: 0.3", Tabs: 0.68", List tab + Not at 0.3"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.09", Bulleted + Level: 1 + Aligned at: 0.05" + Tab after: 0.3" + Indent at: 0.3"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:06 AM
Formatted: Font:Bold

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.33", Bulleted + Level: 1 + Aligned at: 0.07" + Tab after: 0.32" + Indent at: 0.32", Tabs: 0.58", List tab + Not at 0.32"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:06 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 9:18 AM
Deleted: _____

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:07 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:07 AM
Formatted: Font:Bold

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.15", Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25"

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.23", Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Unknown 4/24/12 11:59 AM
 Formatted: Indent: Left: 0.23", Bulleted + Level: 1 + Aligned at: 0" + Indent at:
 Benjamin Schmookler 5/7/12 9:07 AM
 Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
 Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 8:34 AM
 Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:07 AM
Formatted: Font:Bold

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.18", Bulleted + Level: 1 + Aligned at: 0" + Tab after: 0.25" + Indent at: 0.25", Tabs: 0.43", List tab + Not at 0.25"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:08 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:08 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

5. Credentialed Teachers and Professional Development Opportunity	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.	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. <ul style="list-style-type: none"> Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. Training on RtI² including support on providing tiered intervention Implementation and monitoring of standards-based IEP. Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	Objective	Fully	Substantially	Partially	Minimally																
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																
Key Components Training and Practicum Completed: Indicate the number of teachers at each grade level and number completing training and practicum:																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;"># of Teachers</th> <th style="width: 15%;">40 hour Training</th> <th style="width: 15%;">Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td style="text-align: center;">2</td> <td></td> <td></td> </tr> <tr> <td>Grade 7</td> <td style="text-align: center;">3</td> <td></td> <td></td> </tr> <tr> <td>Grade 8</td> <td style="text-align: center;">2</td> <td></td> <td></td> </tr> </tbody> </table>									# of Teachers	40 hour Training	Structured Practicum	Grade 6	2			Grade 7	3			Grade 8	2		
	# of Teachers	40 hour Training	Structured Practicum																				
Grade 6	2																						
Grade 7	3																						
Grade 8	2																						
* Refer to suggested practicum activities																							
Documentation		Additional Comments																					
Reading/Language Arts/ELD																							

Benjamin Schmookler 5/7/12 9:08 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:09 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

5. Credentialed Teachers and Professional Development Opportunity	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>Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. Training on RtI² including support on providing tiered intervention. Implementation and monitoring of standards-based IEP. Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	Objective	Fully	Substantially	Partially	Minimally
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
<u>Training and Practicum Completed</u>							
Indicate the number of teachers at each grade level and number completing training and practicum:							
	# of Teachers	40 hour Training	Structured Practicum				
Grade 6	<u>2</u>						
Grade 7	<u>2</u>						
Algebra	<u>3</u>						
Algebra Readiness							
* Refer to suggested practicum activities							
Documentation		Additional Comments					
	Mathematics						

Benjamin Schmookler 5/7/12 9:09 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and ongoing support to all teachers of	Full implementation means that the school/district provides reading/language arts/ELD and intervention teachers ongoing, targeted support through trained and experienced coaches, content experts, specialists, or other teacher support personnel	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Benjamin Schmookler 5/7/12 9:10 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

for Teachers	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.	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. <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, English learners, students with disabilities, benchmark and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided with ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Documentation			Additional Comments				
School Plan for Assistance and Support to Teachers:	Reading/Language Arts/ELD						
Attach appropriate documents.							

Benjamin Schmookler 5/7/12 9:10 AM
Formatted: Font:Bold

Key Components

Coaches/Content Experts/Specialists:
 _____ Type of instructional assistance
 _____ Works primarily in classrooms

Describe type of classroom/teacher assistance regularly provided to teachers:

Describe criteria used for identifying and providing coaching support:

Monitoring Coaching System
 _____ Principal structures/monitors instructional assistance services

Trained Coaches/ Content Experts/Specialists
 _____ Completed SBE adopted materials-based training (identify which program[s]).
 _____ Completed ELPD

Describe type of training/ support planned and/or provided for coaches/content experts/specialists:

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:11 AM
Formatted: Font:Bold

Essential Program	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
-------------------	-----------	---	--	--	--	--	--

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

Component							
			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"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practice, and determine the effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data is collected and used and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including English learners and students with disabilities. Common formative assessments are given at least every six to eight weeks to monitor student progress. More frequent formative assessments will assist teachers in collaborating and to identify the most immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Key Components

Ongoing Assessment and Monitoring System

~~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

Training on Accessing and Using Electronic Data System

~~X~~ Staff trained on using and accessing data from the electronic data system

Using Formative Assessment Results

~~X~~ Common curriculum embedded/formative assessments administered frequently

~~X~~ School-wide assessment calendar developed and used

~~X~~ Professional development provided for administrators and teachers on data analysis and data-informed instruction

Benjamin Schmookler 5/7/12 9:12 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:13 AM
Formatted: Font:Bold

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

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

Benjamin Schmookler 5/7/12 9:14 AM
Formatted: Font:Bold

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.42", Bulleted + Level: 2 + Aligned at: 0.8" + Tab after: 1.05" + Indent at: 1.05", Tabs: 0.67", List tab + Not at 1.05"

Benjamin Schmookler 5/7/12 9:15 AM
Deleted: ___ Using and analyzing timely student common assessment results from all students

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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.	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. <ul style="list-style-type: none"> Teachers are trained in collaboration meeting protocols. Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> Entry-level placement and/or diagnostic Progress monitoring, including frequent formative and curriculum-embedded assessments; and Summative benchmark assessments Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including English learners and students with disabilities. 	8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Scheduled Structured Collaboration Meetings 4 Number per month X All teachers including strategic, intensive intervention, special education, and ELD teachers participate X Meetings are structured, protocols/tools are developed and used. X Training for collaboration meeting protocols provided to teachers X Professional development provided for administrators and teachers on data analysis and data-informed instruction X Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels Collaborative Meeting Discussion Content XX Strengthening program implementation X Designing and improving lessons/ instruction X Identifying research-based strategies to support specific skill needs of all students				
Documentation		Additional Comments					
School Schedule for Monthly Grade Level Meetings and Examples of Lesson Plans		Mathematics					
Attach appropriate documents.							

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.33", Bulleted + Level: 2 + Aligned at: 0.8" + Tab after: 1.05" + Indent at: 1.05", Tabs: 0.58", List tab + Not at 1.05"

Benjamin Schmookler 5/7/12 9:15 AM
Deleted: ___ Using and analyzing timely student common assessment results from all students

Benjamin Schmookler 5/7/12 9:15 AM
Deleted: ___

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:16 AM
Formatted: Font:Bold

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.18", Bulleted + Level: 1 + Aligned at: 1.5" + Tab after: 1.75" + Indent at: 1.75", Tabs: 0.43", List tab + Not at 1.75"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09

Academic Program Survey—Middle School Level

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

Benjamin Schmookler 5/7/12 9:16 AM
Formatted: Font:Bold

Unknown 4/24/12 11:59 AM
Formatted: Indent: Left: 0.18", Bulleted + Level: 1 + Aligned at: 1.5" + Tab after: 1.75" + Indent at: 1.75", Tabs: 0.43", List tab + Not at 0.5" + 1.75"

Benjamin Schmookler 5/7/12 8:34 AM
Deleted: 8/31/09