

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 – Alliance Academy

Action Requested:

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

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 Alliance Academy.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Alliance Academy

0112771

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

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

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

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

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

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

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

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

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

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

VISION

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

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

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

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Alliance Academy

Principal: CHERYL LANA

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:

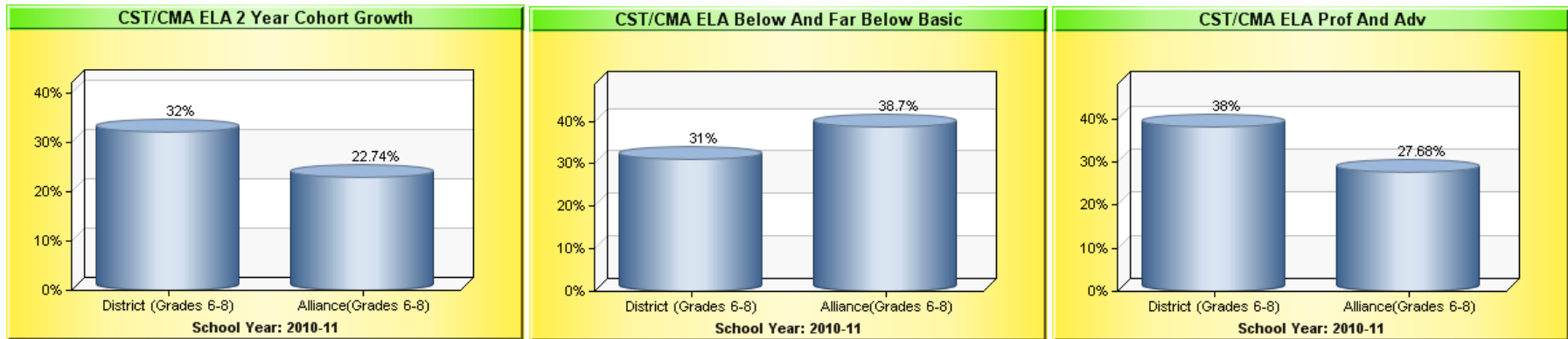
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

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

Data Analysis

- Currently, less than one-third of Alliance Academy students are proficient and advanced in English Language Arts, (CST) and 10 percentage points below district average for two year growth.
- Grade 6 Benchmark scores rose from (19-29% benchmark or above) to (50-69% benchmark or above) for second benchmark.
- Grade Distribution (high number of students failing core academic classes) also points to significant obstacles in the classroom.
- In Grade 7 and 8, the number of students at benchmark or above has fluctuated between first and second benchmarks with no consistent data pattern.
- As of the second benchmark, in Grade 7, there four classes show (0%, 54%, 5% and 0%) of students at benchmark or above, highlighting a significant need to address standards not being met.

Theory Action

- Enduring learning and the ability to access rigorous content comes from a solid foundation in literacy (what to read, how to read and analytical tools to take in information) and specific instruction in Academic Language and Literacy.
- Enduring learning and engagement comes from intentional and regular use of culturally relevant curriculum and content.
- Enduring learning and engagement result from strategic and systematic teaching practices based on formative and summative testing information.
- Enduring learning and the ability to access rigorous content for multi-lingual students results from systematically incorporated English Language Development standards into literacy across the curriculum.
- Preparing for the habits of mind in Common Core requires a curriculum and teaching pedagogy (practices) aligned to Common Core (ex. Springboard). This includes focusing on strategies that support student-to-student thinking and talk.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond	Benchmark scores and formative assessments	English Learners	August 2012-June 2013	English Language Arts and Math Teachers	5/18/2012	224SQ11A1219	English Teachers will provide additional targeted support to student during Advisory period. Students scheduled	7091-EIA - LEP		K12TCH0709	0.2	\$13,581.61

the English class.							based on LEP Level						
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	Benchmark scores and formative assessments	English Learners	August 2012-June 2013	English Language Arts and Math Teachers	5/18/2012	224SQI1A1220	English Teachers will provide additional targeted support to student during English Teachers will provide additional targeted support to student during Advisory period. Students scheduled based on LEP LevelArts CST Level and LEP Level	7091-EIA - LEP		K12TCH2007	0.2	\$11,827.48	
English teachers will teach an advisory period focused on providing targeted support to English Language Learners above and beyond the English class.	Benchmark scores and formative assessments	English Learners	August 2012-June 2013	English Language Arts and Math Teachers	5/18/2012	224SQI1A1257	Purchase of supplemental instructional materials for English for use during Advisory period and afterschool.	7091-EIA - LEP	4310-SUPPLIES		0	\$1,200.00	
Students will be scheduled into an Advisory period for additional targeted support in English above the grade level English class.	Benchmark scores and formative assessments from English and Math	FBB, BB	August 2012-June 2013	English Teachers	5/18/2012	224SQI1A1221	English Instructors provide targeted support to students in English during Advisory period	7090-EIA - SCE		K12TCH9999	0.2	\$15,119.99	
Students will be scheduled into an Advisory period for additional targeted support in English above the grade level English class.	Benchmark scores and formative assessments from English and Math	FBB, BB	August 2012-June 2013	English Teachers	5/18/2012	224SQI1A1225	English Instructors provide targeted support to students in English during Advisory period	7090-EIA - SCE		K12TCH2009	0.2	\$10,955.15	
Alliance Academy will use resources to support the development of academic skills through the use of curriculum for an Advisory period teaching study skills and supporting college/career preparation.	Implementation of Materials	All Students	Aug 2012-June 2013	All Teachers	5/18/2012	224SQI1A1247	Purchase of supplies and curriculum for supplementary materials during Advisory period.	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$564.99	
Alliance Academy will use resources to support the development of academic skills through the use of curriculum for an Advisory period teaching study skills and supporting college/career preparation.	Implementation of Materials	All Students	Aug 2012-June 2013	All Teachers	5/18/2012	224SQI1A3945	Purchase supplemental instructional materials	3180-SIG - ORIGINAL - 2008	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$20,000.00	
Content area teachers will receive additional training in instructional practices	Formative	English	Aug 2012-	Departments (English,			Teachers will attend trainings on English	7091-EIA -	5200-TRAVEL				

to support LEP students in their systematic English Language Development.	assessments from class.	Learners	June 2013	Math, Science and Social Studies)	5/18/2012	224SQ11A1255	Language Learners and effective classroom practices	LEP	AND CONFERENCES		0	\$500.00
Content area teachers will receive additional training in instructional practices to support LEP students in their systematic English Language Development.	Formative assessments from class.	English Learners	Aug 2012- June 2013	Departments (English, Math, Science and Social Studies)	5/18/2012	224SQ11A1256	Purchase of supplemental materials related to training and instructional focus on English Learners	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$500.00
Content area teachers will receive additional training in instructional practices to support LEP students in their systematic English Language Development.	Formative assessments from class.	English Learners	Aug 2012- June 2013	Departments (English, Math, Science and Social Studies)	5/18/2012	224SQ11A3946	Teachers will attend conferences to support strategy	3180-SIG - ORIGINAL - 2008	5220-CONFERENCE EXPENSE		0	\$20,000.00
Content area teachers will receive additional training in instructional practices to support LEP students in their systematic English Language Development.	Formative assessments from class.	English Learners	Aug 2012- June 2013	Departments (English, Math, Science and Social Studies)	5/18/2012	224SQ11A3947	Fund substitutes to cover teachers conference attendance	3180-SIG - ORIGINAL - 2008	1150-TEACHERS SUBSTITUTES		0	\$3,920.00
Content area teachers will receive additional training in instructional practices to support LEP students in their systematic English Language Development.	Formative assessments from class.	English Learners	Aug 2012- June 2013	Departments (English, Math, Science and Social Studies)	5/18/2012	224SQ11A4777		N/A			0	\$0.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core and CST assessments).	Benchmark Assessments will show growth in areas taught in alignment with lesson design and common curriculum	All Students	August - June	English Department	5/18/2012	224SQ11A2381	Springboard English Curriculum	N/A			0	\$0.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core and CST assessments).	Benchmark Assessments will show growth in areas taught in alignment with lesson design and common curriculum	All Students	August - June	English Department	5/18/2012	224SQ11A3949	Provide retreat for teachers for professional development	3180-SIG - ORIGINAL - 2008	1122-TEACHERS SALARIES EXTRA COMP		0	\$27,360.00

English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core and CST assessments).	Benchmark Assessments will show growth in areas taught in alignment with lesson design and common curriculum	All Students	August - June	English Department	5/18/2012	224SQ11A3950	Provide retreat for teachers for professional development	3180-SIG - ORIGINAL - 2008	2422-CLERICAL SALARIES EXTRA COMP	0	\$4,800.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core and CST assessments).	Benchmark Assessments will show growth in areas taught in alignment with lesson design and common curriculum	All Students	August - June	English Department	5/18/2012	224SQ11A3951	Provide retreat for teachers for professional development	3180-SIG - ORIGINAL - 2008	2422-CLERICAL SALARIES EXTRA COMP	0	\$4,800.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core and CST assessments).	Benchmark Assessments will show growth in areas taught in alignment with lesson design and common curriculum	All Students	August - June	English Department	5/18/2012	224SQ11A3952	Provide retreat for teachers for professional development	3180-SIG - ORIGINAL - 2008	5624-RENTALS - FACILITY	0	\$8,000.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core and CST assessments).	Benchmark Assessments will show growth in areas taught in alignment with lesson design and common curriculum	All Students	August - June	English Department	5/18/2012	224SQ11A3953	Provide retreat for teachers for professional development	3180-SIG - ORIGINAL - 2008	4311-MEETING REFRESHMENTS	0	\$4,000.00
English Language Arts teachers will use a common curriculum and work weekly on lesson design to support teaching and learning of essential ELA Standards (as defined by common core and CST assessments).	Benchmark Assessments will show growth in areas taught in alignment with lesson design and common curriculum	All Students	August - June	English Department	5/18/2012	224SQ11A3954	Provide retreat for teachers for professional development	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES	0	\$3,000.00
Professional development on the sustained and systematic English Language Development needs of EL students.	Evidence of ELD strategies in lesson plans and walkthroughs	English Learners	August 2012-June 2013	Faculty, Administration and Coaches	5/18/2012	224SQ11A2384	Targeted Professional Development in ELD strategies across the curriculum	N/A		0	\$0.00
All teachers will work in departments on a											

weekly basis to examine student work and adjust instruction based on student outcomes in literacy.	Weekly Department Meetings on Formative Assessments/Data	All Students	August 2012-June 2013	All Faculty	5/18/2012	224SQI1A2821	Weekly data-based department meetings	N/A			0	\$0.00
Teachers will work in departments on a weekly basis to examine student work and adjust instruction based on student outcomes in literacy.	Weekly Department Meetings on Formative Assessments/Data	All Students	August 2012-June 2013	All Faculty	5/18/2012	224SQI1A4774		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Alliance Academy

Principal: CHERYL LANA

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:

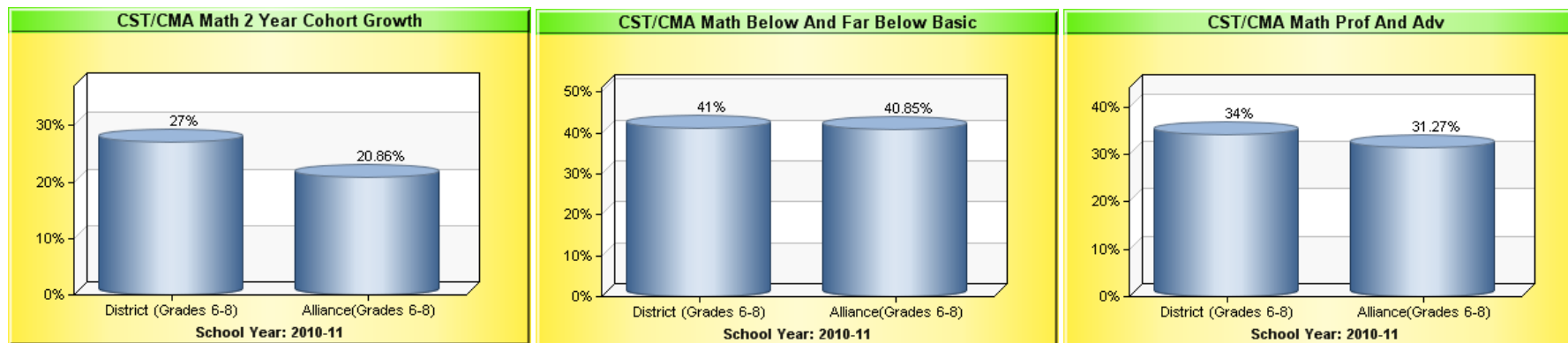
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

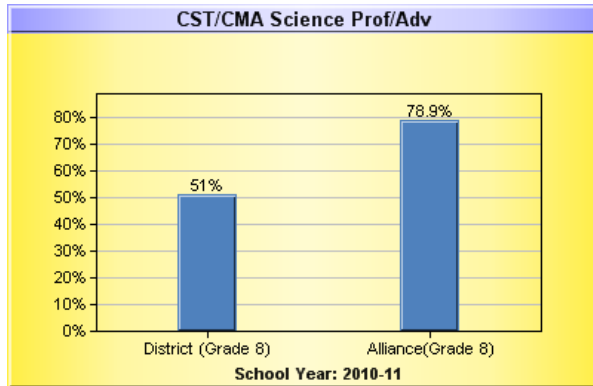
District-level Goals

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.





Theory Action

- Enduring learning and the ability to access rigorous content comes from a solid foundation in mathematical thinking, concepts and vocabulary (mathematical literacy).
- Enduring learning and engagement results from the use of effective instructional strategies focused on student thinking and student-to-student talk.
- Adults working with classroom data on a weekly basis have vital information to target student strengths and areas of growth in a timely basis.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Math teachers will provide additional targeted support to students below grade level during an advisory period.	Benchmark results and formative assessments from math class	FBB, BB	Aug 2012- June 2013	Math Department	3/5/2012	224SQI1B1238	Teacher will provide targeted support to students identified as below grade level in math through an advisory period focused on math.	7090-EIA - SCE		K12TCH1314	0.2	\$15,251.50
Math teachers will provide additional targeted support to students below grade level during an advisory period.	Benchmark results and formative assessments from math class	FBB, BB	Aug 2012- June 2013	Math Department	3/5/2012	224SQI1B1242	Teacher will provide targeted support to students identified as below grade level in math through an advisory period focused on math.	7090-EIA - SCE		K12TCH1606	0.2	\$11,028.30
Math teachers will provide additional targeted support to students below grade level during an advisory period.	Benchmark results and formative assessments from math class	FBB, BB	Aug 2012- June 2013	Math Department	3/5/2012	224SQI1B1245	Teacher will provide targeted support to students identified as below grade level in math through an advisory period focused on math.	3010-Title I		K12TCH1607	0.2	\$11,996.34
Math teachers will provide additional targeted support to English Learner students performing below grade level in math during an advisory period.	Benchmark and classroom based formative assessments.	English Learners	Aug 2012- June 2013	Math Department	3/5/2012	224SQI1B1240	Math teacher will provide targeted support to English Learners in math during an advisory period.	7091-EIA - LEP		K12TCH1557	0.2	\$14,549.67
Math teachers will provide additional targeted support to English Learner students performing below grade level in	Benchmark and classroom based formative assessments.	English Learners	Aug 2012- June 2013	Math Department	3/5/2012	224SQI1B1258	Provide/purchase supplementary instructional materials for use during Advisory and afterschool for English	7091-EIA - LEP			0	\$967.27

math during an advisory period.							Learners to support math.					
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Alliance Academy

Principal: CHERYL LANA

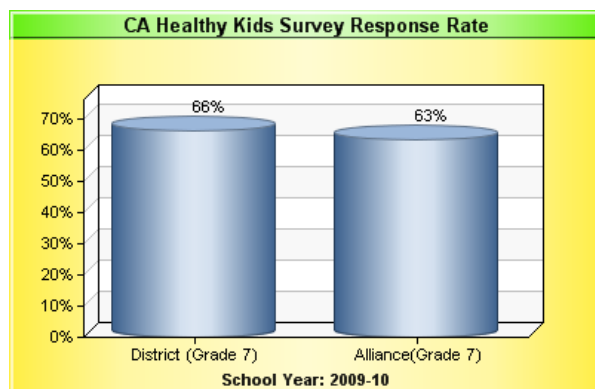
School Quality Standards relevant to this Strategic Priority

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

- School suspensions for 2011-12 : Total suspensions from August to March were 318 suspensions.
- GPA Distribution: 1700 of 1943 disciplinary incidents this year were by students with gpas of 2.0 or lower. 1184 incidents (out of 1943 total) were for students with g.p.a. of 1.0 or lower.

Data Analysis

- The high number of incidents of disruption in the classroom identify a need area for the school - to revise strategies and structures within classes and grade levels to engage all students.

- Grade distribution also identifies need to provide daily supports for work completion and other academic habits.
- Data on the students who are approaching or below benchmark in English and Math identifies academic knowledge and skills to focus on for college preparation.

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Individual Learning Plans for each student as a part of grade level curriculum and supports.	Completion of quarterly learning plans.	All Students	August 2012-June 2013	All Faculty and Extended Learning Coordinator	4/27/2012	224SQ11C2382	Individualization through Individual Learning Plans	N/A			0	\$0.00
Individual Learning Plans for each student as a part of grade level curriculum and supports.	Completion of quarterly learning plans.	All Students	August 2012-June 2013	All Faculty and Extended Learning Coordinator	4/27/2012	224SQ11C3962	Contract with National Equity Project	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$15,000.00
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).	Master Schedule (School Day and Extended Learning Program)	All Students	August 2012-June 2013	Leadership Team	4/27/2012	224SQ11C2383	Create elective course offerings strategically	N/A			0	\$0.00
Elective wheel for all students grade 6-8 to allow for exploration of electives (aligned to OUSD Pathways).	Master Schedule (School Day and Extended Learning Program)	All Students	August 2012-June 2013	Leadership Team	4/27/2012	224SQ11C3963	Fund elective instructors to support enrichment	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$20,000.00
Use a curriculum for English and Math closely aligned to Common Core Standards (Springboard) in all English and Math classrooms.	Walkthroughs, Pacing Guides and Daily Lessons	All Students	August 2012-June 2013	English and Math Teachers, Coaches and Principal	4/27/2012	224SQ11C2892	Curriculum for English and Math	N/A			0	\$0.00
Use a curriculum for English and Math closely aligned to Common Core Standards (Springboard) in all English and Math classrooms.	Walkthroughs, Pacing Guides and Daily Lessons	All Students	August 2012-June 2013	English and Math Teachers, Coaches and Principal	4/27/2012	224SQ11C3964	Provide supplies to implement curriculum	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES		0	\$15,000.00
Increased use and incorporation of technology in each course at each grade level to address technology standards and student preparation for college	Technology Standards addressed in year-long unit plan	All Students	August 2012-June 2013	All Faculty	4/27/2012	224SQ11C3153	Technology and Unit Planning	N/A			0	\$0.00

and 21st century skills.												
Increase technology resources for students and faculty, including professional development for technological resources.	Technology available in computer labs for all students and in each classroom.	All Students	August 2012-June 2013	Faculty and Principal	4/27/2012	224SQ11C3154	Purchase technology for classroom use	N/A			0	\$0.00
Pilot AVID program in the 2012-2013 school year.	CST and GPA scores, Student Surveys	GATE	August 2012-June 2013	AVID Teachers, Leadership Team - School Climate	4/27/2012	224SQ11C3157	Pilot AVID program for college preparation	N/A			0	\$0.00
Conflict Resolution program that includes adult led-mediations as well as development of peer leaders.	Reduction in suspensions for fighting	All Students	August 2012 - June 2013	Conflict Resolution Counselor and TSA for School Climate	4/27/2012	224SQ11C3159	Conflict Resolution Program	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Alliance Academy

Principal: CHERYL LANA

School Quality Standards relevant to this Strategic Priority

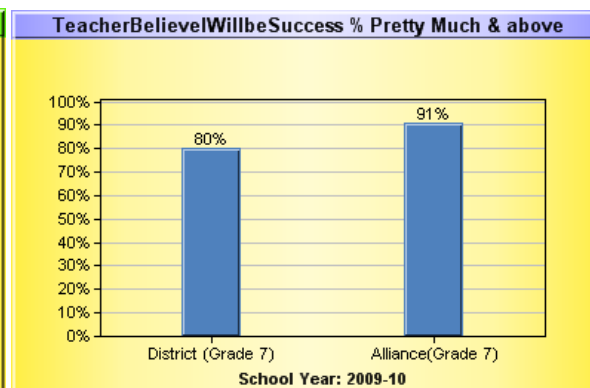
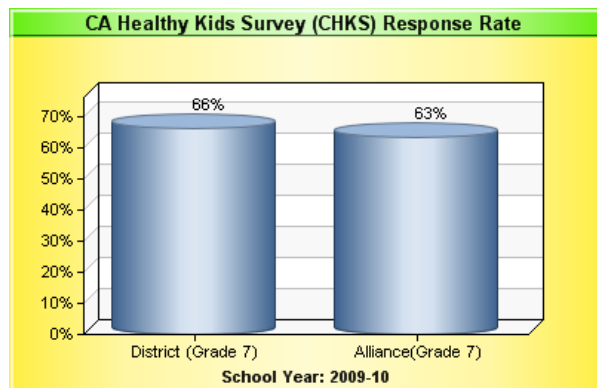
A quality school...

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

From OUSD Strategic Plan:

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

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



School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Alliance Academy

Principal: CHERYL LANA

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%

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
English Language Arts teachers will work extensively with onsite teams on increasing use of data about English Learners and refining lessons and extended time for students to meet English Language Arts and ELD goals.	Benchmark scores and formative assessments	English Learners	August 2012 - June 2013	English Language Arts Teachers	5/18/2012	224SQ1E4773		N/A			0	\$0.00
English Language Arts teachers will work in departments to develop quarterly units focusing on academic literacy strategies in collaboration with whole school.	End of quarter assessments on academic literacy	Below Basic	August 2012-June 2013	English Language Arts Teacher	5/18/2012	224SQ1E4772		N/A			0	\$0.00
Math Department will work on structuring class for increased student	Classroom observations and benchmark	English Learners	August 2012-June	Math Department	5/18/2012	224SQ1E4771		N/A			0	\$0.00

talk using OUSD Vital Behaviors as a guide.	scores		2013											
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Alliance Academy

Principal: CHERYL LANA

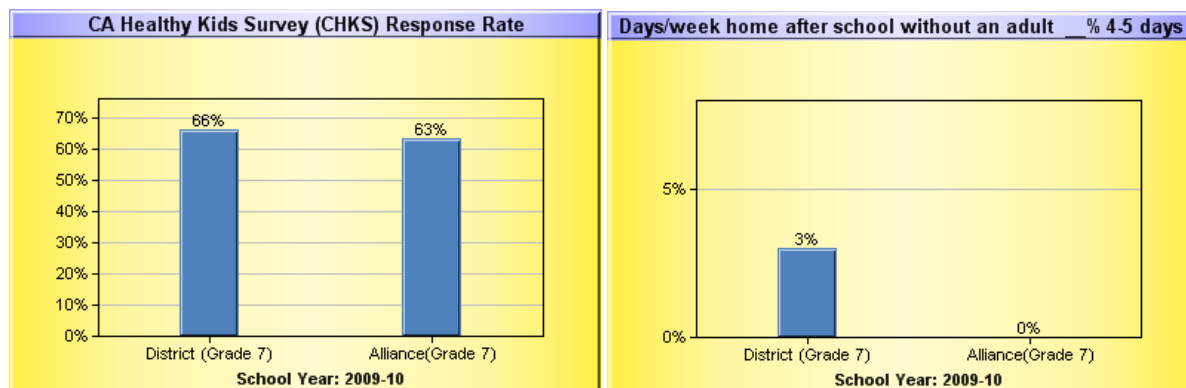
School Quality Standards relevant to this Strategic Priority

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

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

Data Analysis

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Redesign after-school program to complement school day program, by meeting same goals for academic and personal development. Redesigned program to include structured academic support sessions (content, organizational skills and habits), exploration of creative content (art, dance, construction, engineering) and team building (athletics, student leadership and community service)	Master Schedule for Extended Learning	All Students	July 2012 - June 2013	Transformation Team and Extended Learning Coordinator	5/18/2012	224SQI1F2245	Contract with additional enrichment providers	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$60,000.00
Redesign after-school program to complement school day program, by meeting same goals for academic and personal development. Redesigned program to include structured academic support sessions (content, organizational skills and habits), exploration of creative content (art, dance, construction, engineering) and team building (athletics, student leadership and community service)	Master Schedule for Extended Learning	All Students	July 2012 - June 2013	Transformation Team and Extended Learning Coordinator	5/18/2012	224SQI1F3957	Provide transportation for students following extended day	3180-SIG - ORIGINAL - 2008	5826-NON-CONTRACT SERVICES		0	\$20,000.00
Recruit and require grade 6 and grade 7 students to attend Extended Learning Time. Coordinate enrollment to include academic and behavioral data, student preference and opportunities for parent/community involvement in extended learning.	Enrollment and Attendance Data	All Students	July 2012 - June 2013	Transformation Team and Extended Learning Coordinator	5/18/2012	224SQI1F2246	Extended Learning Recruitment and Individual plan/course request	Non-SSC approved			0	\$0.00
Alliance Faculty and Extended Learning teachers will have monthly collaboration sessions to review data, share priority areas and improve coherence between day and after-school program reflecting on SMARTE goals for extended learning and adult collaboration.	Meeting Minutes and progress on SMARTE goal indicators	All Students	August 2012-June 2013	Alliance Faculty and Extended Learning Coordinator	5/18/2012	224SQI1F2247	Collaborative meetings and SMARTE goals for day and extended day program coherence	Non-SSC approved			0	\$0.00
Hire an Extended	TSA Hired,											

Learning Coordinator (TSA) to oversee the cohesion of the program, alignment with school day and monitor program effectiveness.	master schedule for ELT complete and aligned with school goals	All Students	August 2012-June 2013	Principal	5/18/2012	224SQI1F2829	Hire an Extended Learning Coordinator (TSA)	3180-SIG - ORIGINAL - 2008		T10TSA9999	1	\$79,677.81
Offer at least one academic intervention session per grade level before school and/or afterschool.	CST scores, Benchmark scores and Grade Point Averages	FBB, BB	August 2012 - June 2013	Principal and Intervention section teachers	5/18/2012	224SQI1F3214	Schedule academic intervention for FBB and BB Students	N/A			0	\$0.00
Offer at least one academic intervention session per grade level before school and/or afterschool.	CST scores, Benchmark scores and Grade Point Averages	FBB, BB	August 2012 - June 2013	Principal and Intervention section teachers	5/18/2012	224SQI1F3972	Fund an academic mentor to support ELA interventions	3180-SIG - ORIGINAL - 2008	2128-INSTRAIDES SALARIES HOURLY		0	\$30,000.00
Offer at least one academic intervention session per grade level before school and/or afterschool.	CST scores, Benchmark scores and Grade Point Averages	FBB, BB	August 2012 - June 2013	Principal and Intervention section teachers	5/18/2012	224SQI1F3973	Fund an academic mentor to support Math interventions	3180-SIG - ORIGINAL - 2008	2128-INSTRAIDES SALARIES HOURLY		0	\$30,000.00
Provide summer learning opportunities for students	CST scores, Benchmark scores and Grade Point Averages	FBB, BB and BAS	June 2013-July 2014	Extended Learning Coordinator	5/18/2012	224SQI1F3958	Fund summer intervention programming	3180-SIG - ORIGINAL - 2008	1122-TEACHERS SALARIES EXTRA COMP		0	\$26,400.00
Provide summer learning opportunities for students	CST scores, Benchmark scores and Grade Point Averages	FBB, BB and BAS	June 2013-July 2014	Extended Learning Coordinator	5/18/2012	224SQI1F3959	fund admin for summer intervention programming	3180-SIG - ORIGINAL - 2008	1322-SUPV&ADM SALARIES EXTRA COMP		0	\$5,250.00
Provide summer learning opportunities for students	CST scores, Benchmark scores and Grade Point Averages	FBB, BB and BAS	June 2013-July 2014	Extended Learning Coordinator	5/18/2012	224SQI1F3960	fund clerical staff for summer intervention	3180-SIG - ORIGINAL - 2008	2422-CLERICAL SALARIES EXTRA COMP		0	\$6,000.00
Provide summer learning opportunities for students	CST scores, Benchmark scores and Grade Point Averages	FBB, BB and BAS	June 2013-July 2014	Extended Learning Coordinator	5/18/2012	224SQI1F3961	Provide materials for summer intervention	3180-SIG - ORIGINAL - 2008	4310-SUPPLIES		0	\$5,000.00

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

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

School: Alliance Academy

Principal: CHERYL LANA

School Quality Standards relevant to this Strategic Priority

A quality school...

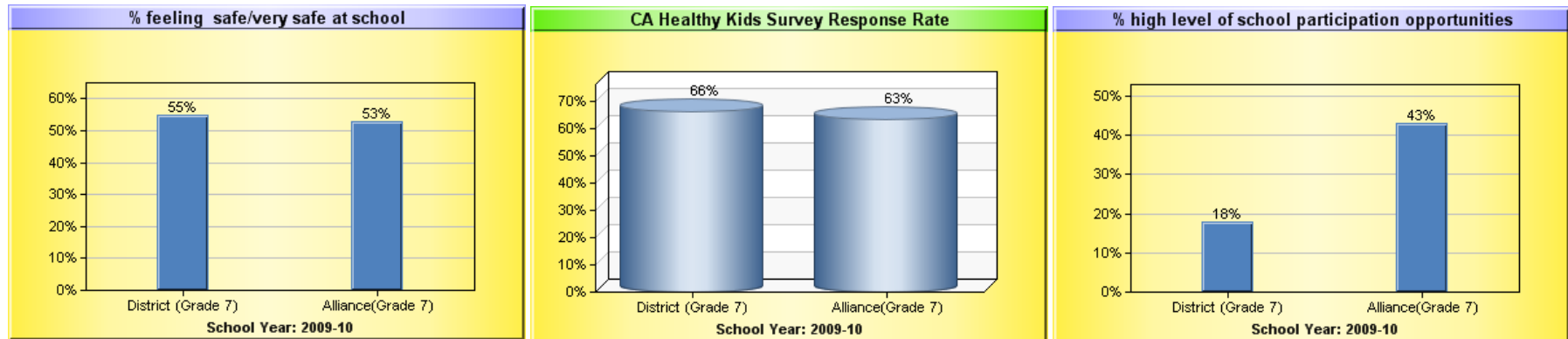
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

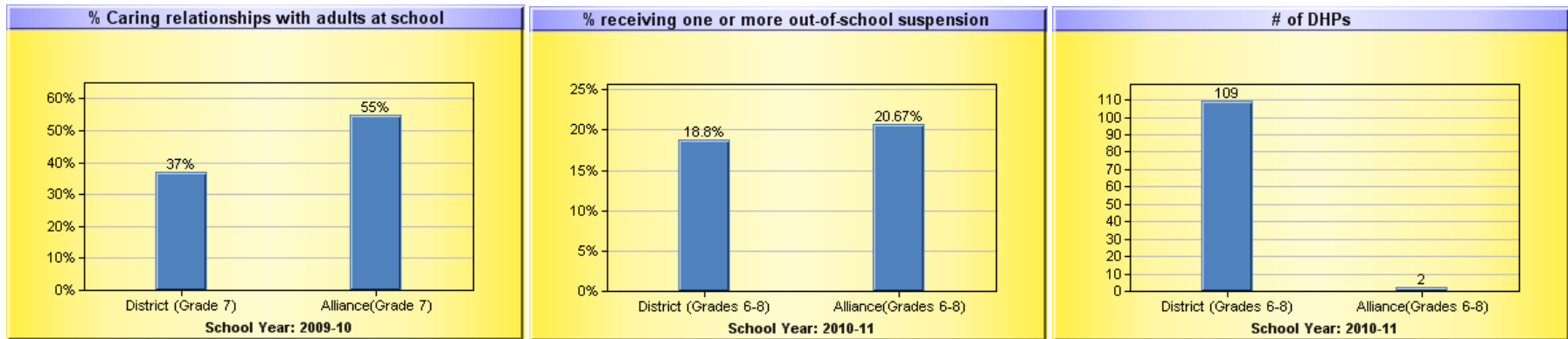
From OUSD Strategic Plan:

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

- Student suspensions for 2011-12 total 284 from August to March 30, 2012. Suspension is a consequence 14% of the time.
- Of all discipline instances, 59% of them are one time occurrences from students. The main reason (37% of instances) students receive out of class discipline (detention or suspension) is disruption.

Data Analysis

- Alliance Academy's data shows a high number of suspensions for disruption and defiance, which identify a need area for the school in-class and out-of class supports.
- Alliance Academy's data shows a high number of classroom referrals for disruption, defiance and/or disrespect, which indicates an area to address support at the classroom level to support meaningful and positive student engagement.
- If 59% of students only have one disciplinary incident, there is an opportunity to prevent the behavior before it disrupts class or results in loss of learning time and this would have a large impact on the entire class.

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hire a Teacher on Special Assignment (TSA) to work closely with grade 6 and 7 students for both preventative and responsive strategies related to academics and behavior.	Increased time in class (decreased referrals)	All Students			5/18/2012	224SQI2A1241	Hire at TSA to support interventions and climate for grades 6 and 7	3010-Title I		T11TSA9999	1	\$88,889.20

Provide weekly recognition for student improvement in academics, attendance and behavior.	Attendance, discipline and grade reports	All Students	Aug 2012- June 2013	School Site Council	5/18/2012	224SQI2A1249	Provide certificates, posters and mailings to recognize attendance, grades and conduct of 90% of higher.	3010-Title I	4310-SUPPLIES		0	\$1,525.61
Provide afterschool and school day interventions to students to help with behavioral choices (conflict resolution, peer mediators, workshops on bullying and communication)	Decreased referrals for disruption/defiance	All Students	Aug 2012- June 2013	School Site Council and Leadership Team	5/18/2012	224SQI2A1251	Provide materials and workshops to parents to support academics and behaviors (Tier 2 Intervention)	7090-EIA - SCE	4310-SUPPLIES		0	\$3,292.25
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	SWIS Data, Reduction in Referrals for Disruption	All Students	August 2012-June 2013	Leadership Team - School Climate	5/18/2012	224SQI2A2248	School Behavior Plan based on PBIS planning and resources.	N/A			0	\$0.00
Implement PBIS (Positive Behavior Intervention System) to identify and develop clear, consistent expectations for behavior as well as the positive systems to teach and enforce desired student behaviors.	SWIS Data, Reduction in Referrals for Disruption	All Students	August 2012-June 2013	Leadership Team - School Climate	5/18/2012	224SQI2A3955	Fund a TSA to lead the implementation of PBIS	3180-SIG - ORIGINAL - 2008	T10TSA9999		0.5	\$39,838.91
Develop a culture of Restorative Justice practices in place at the individual, classroom, grade and school wide levels to complement and sustain PBIS and improve student engagement with and participation in school.	Clearly articulated system of Restorative Justice practices at each level	All Students	August 2012-June 2013	All Faculty and Staff, Principal, Assistant Principal, TSA	5/18/2012	224SQI2A2835	Develop Restorative Justice Practices	N/A			0	\$0.00
Implementation of Repsonse to Intervention (Tier 1, Tier 2 and Tier 3 Responses) by identifying effective interventions in place and developing addition ones in concert with PBIS, Restorative Justice and department work on academics and differentiation.	Reduction in classroom referrals and suspensions	All Students	August 2012-2013	RTI Coach and Leadership Team - School Climate	5/18/2012	224SQI2A4775		N/A			0	\$0.00
Provide mental health	Suspension and	All	August 2012-June	Community Schools	5/18/2012	224SQI2A3956	Fund a contract with Seneca to provide	3180-SIG - ORIGINAL -	5825-		0	\$60,000.00

supports for students	Attendance	Students	2013	Director			therapist	2008	CONSULTANTS			
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Alliance Academy

Principal: CHERYL LANA

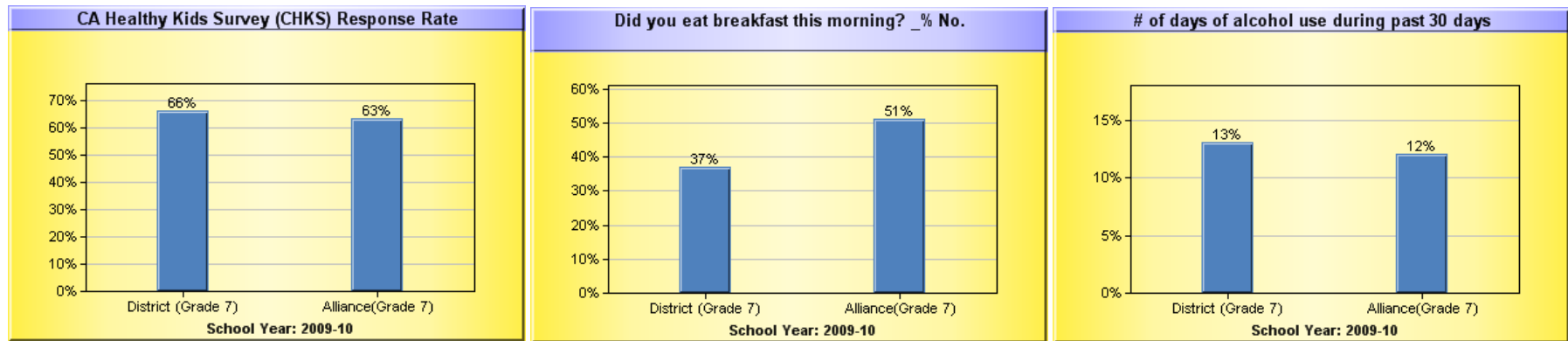
School Quality Standards relevant to this Strategic Priority

A quality school...

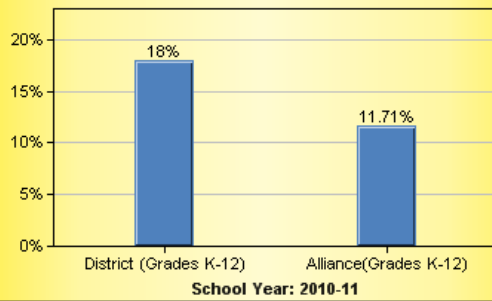
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

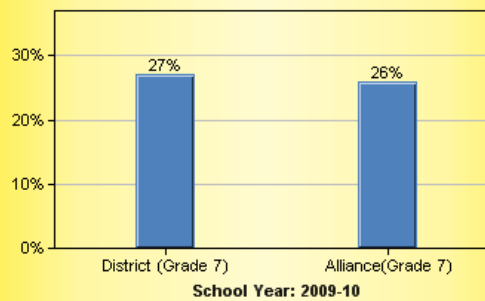
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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



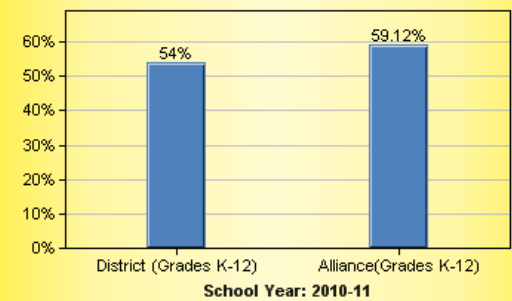
% Average Daily Participation in Breakfast



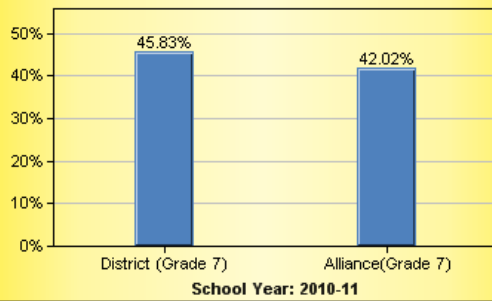
% feeling sad almost every day for 2 weeks or more



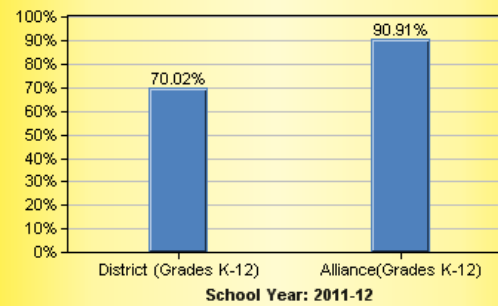
% Average Daily Participation in Lunch



% in Healthy Fitness Zone for body composition



Free/Reduced Lunch %



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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Alliance Academy

Principal: CHERYL LANA

School Quality Standards relevant to this Strategic Priority

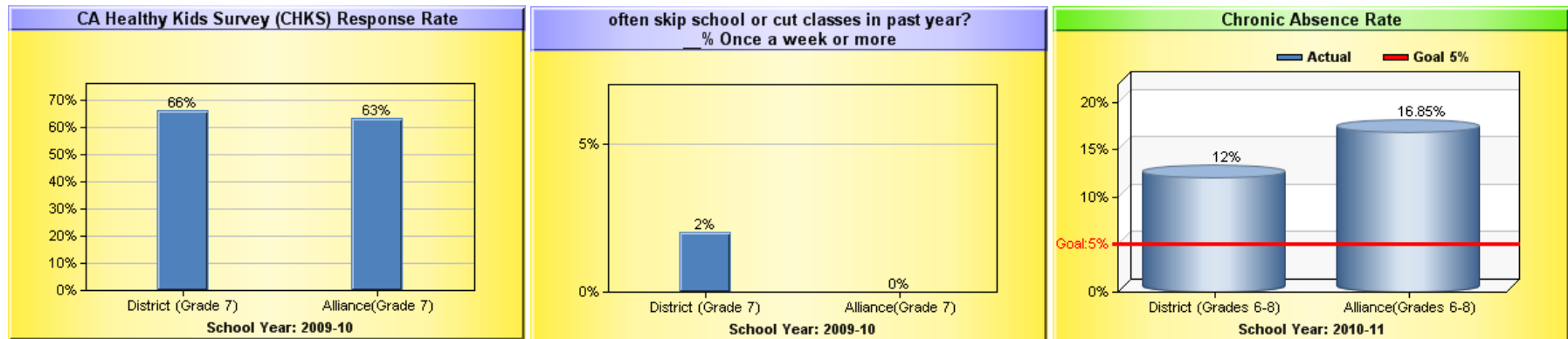
A quality school...

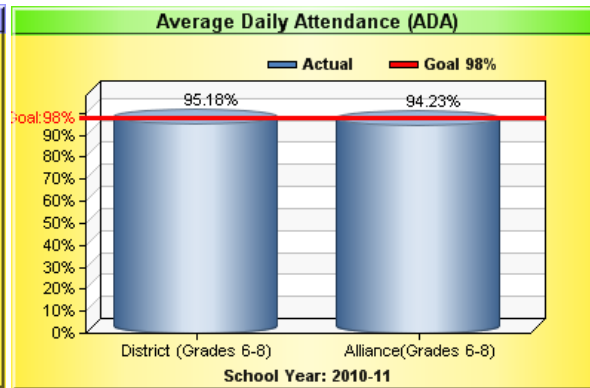
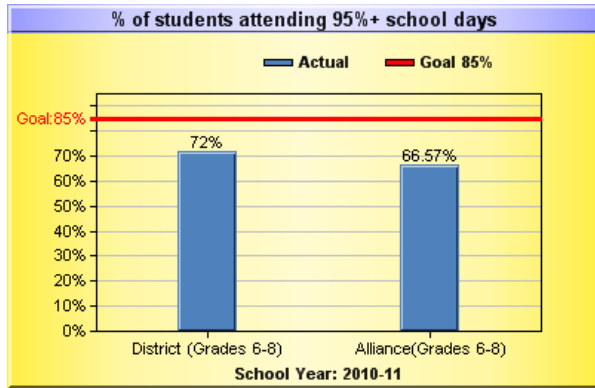
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

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 Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Alliance Academy

Principal: CHERYL LANA

School Quality Standards relevant to this Strategic Priority

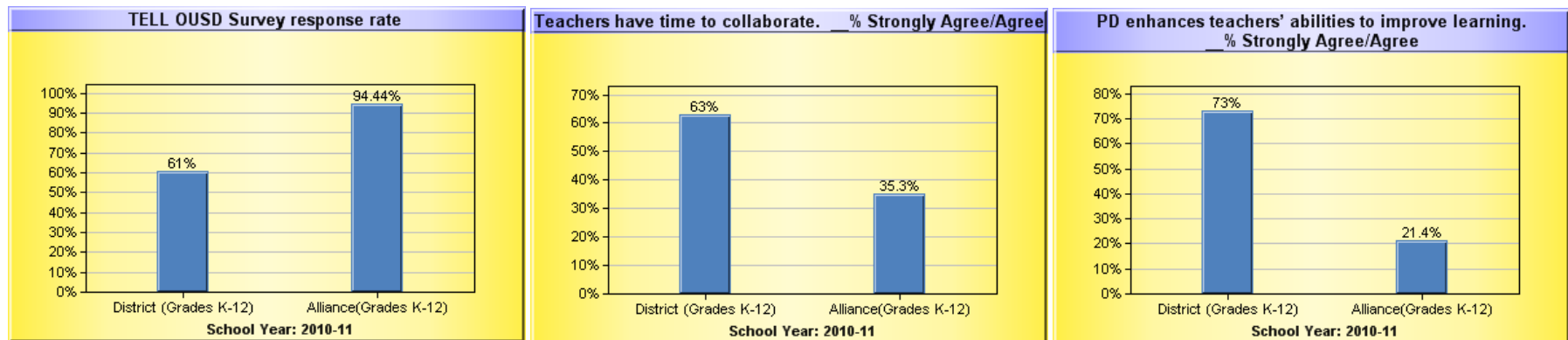
A quality school...

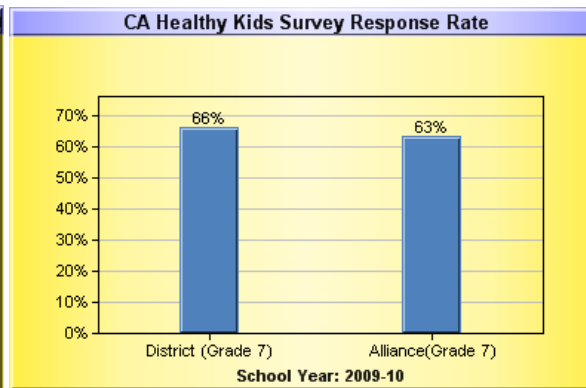
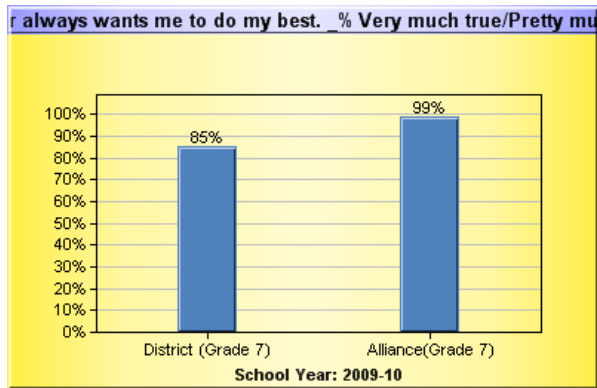
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

From OUSD Strategic Plan:

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

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





Data Analysis

- Results of the 2010-2011 TELL Teacher Survey show that teachers do not feel that they have enough time to collaborate or that PD enhances their instruction.
- Prioritizing collaboration time on a weekly basis with strategies to measure impact addresses the TELL data about collaboration and PD Effectiveness.

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Leadership team to meet bi-weekly (every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.	Professional Development Calendar, Meeting Agendas and Minutes	All Students	August 2012-June 2013	Leadership Team	5/18/2012	224SQI3A2848	Instructional Leadership Team	N/A			0	\$0.00
Leadership team to meet bi-weekly (every two weeks) to plan school wide professional development related to instruction, monitor implementation and progress and share out results with SSC and full faculty.	Professional Development Calendar, Meeting Agendas and Minutes	All Students	August 2012-June 2013	Leadership Team	5/18/2012	224SQI3A3969	Fund a leadership coach	3180-SIG - ORIGINAL - 2008		SCHICH9999	0.5	\$54,975.34
All teachers will work with Instructional Coaches (math, literacy and response	Weekly Department meetings and	All	August 2012-June	Leadership Team,	5/18/2012	224SQI3A2850	Weekly work with	N/A			0	\$0.00

to intervention) to develop individual teachers' instructional capacity.	coaching logs	Students	2013	Faculty and Principal			Instructional Coaches					
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Weekly Department meetings and coaching logs	All Students	August 2012-June 2013	Leadership Team, Faculty and Principal	5/18/2012	224SQI3A3966	Fund Instructional Facilitator	3180-SIG - ORIGINAL - 2008		TC111F9999	1	\$93,408.29
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Weekly Department meetings and coaching logs	All Students	August 2012-June 2013	Leadership Team, Faculty and Principal	5/18/2012	224SQI3A3967	Fund instructional facilitator	3180-SIG - ORIGINAL - 2008		TC111F9999	1	\$93,408.29
All teachers will work with Instructional Coaches (math, literacy and response to intervention) to develop individual teachers' instructional capacity.	Weekly Department meetings and coaching logs	All Students	August 2012-June 2013	Leadership Team, Faculty and Principal	5/18/2012	224SQI3A3968	Fund manager of content coaches	3180-SIG - ORIGINAL - 2008		MGRCTC9999	0.5	\$61,900.19
All teachers will work in structured department meeting PD sessions 3-4 times as week to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.	Weekly Department Meetings on Formative Assessments/Data	All Students	August 2012-June 2013	Departments (English, Math, Science and Social Studies)	5/18/2012	224SQI3A2856	Weekly structured professional development sessions (3-4 per week)	N/A			0	\$0.00
All teachers will work in structured department meeting PD sessions 3-4 times as week to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.	Weekly Department Meetings on Formative Assessments/Data	All Students	August 2012-June 2013	Departments (English, Math, Science and Social Studies)	5/18/2012	224SQI3A3965	Fund increased time for teachers for PD	3180-SIG - ORIGINAL - 2008	1122-TEACHERS SALARIES EXTRA COMP		0	\$129,600.00
All teachers will work in structured department meeting PD sessions 3-4 times as week to focus on lesson design, formative and summative assessments, peer observation and adjustments to teaching practices.	Weekly Department Meetings on Formative Assessments/Data	All Students	August 2012-June 2013	Departments (English, Math, Science and Social Studies)	5/18/2012	224SQI3A4776		N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Alliance Academy

Principal: CHERYL LANA

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

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

Data Analysis

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

Theory Action

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide a workshop series and parent meetings designed to inform parents about skills and content for students.	Attendance Rosters, Parent Evaluations	All Students	Aug 2012- June 2013	School Site Council	5/18/2012	224SQI4A1252	Provide training and materials for parents of grade 6-8 students regarding academic skills and information learned in class.	9901-Title I - Parent Participation	4300-MATERIALS & SUPPLIES		0	\$884.86
Provide a workshop												

series and parent meetings designed to inform parents about skills and content for students.	Attendance Rosters, Parent Evaluations	All Students	Aug 2012- June 2013	School Site Council	5/18/2012	224SQI4A1253	Provide food and drink to parents who attend workshops.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$1,450.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.	Calendar develop, posted in school and mailed home in September	All Students	September 2012	School Site Council and Leadership Team	5/18/2012	224SQI4A2837	Develop Family & School Calendar	N/A			0	\$0.00
Develop, in partnership with parents, a yearly calendar for school day, evening and weekend activities and sessions for parents and family members.	Calendar develop, posted in school and mailed home in September	All Students	September 2012	School Site Council and Leadership Team	5/18/2012	224SQI4A3970	Contract with Oakland Schools Foundation (OSF) to develop Family Resource Center	3180-SIG - ORIGINAL - 2008	5825-CONSULTANTS		0	\$100,000.00
Plan community based events that help staff and faculty and community members to connect personally, outside of the school, identifying the assets of the community.	Two events based in the community	All Students	October 2012 and February 2013	School Site Council and Leadership Team	5/18/2012	224SQI4A2843	Community Event	N/A			0	\$0.00
Plan a series of celebrations for academics, attendance, improved attendance, improved behavior and improved academics, as well as community service for every six weeks.	Calendar of events, school displays and Alliance Newsletters	All Students	August 2012-June 2013	School Site Council and Leadership Team	5/18/2012	224SQI4A2846	Celebration Calendar	N/A			0	\$0.00
Schedule student conferences two times in the fall and two times in the spring (one within the school day and one evening session).	Parent Surveys and Meeting Attendance Sheets	FBB, BB and BAS	August 2012 - June 2013	Faculty and Principal	5/18/2012	224SQI4A3220	Student conferences	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Alliance Academy

Principal: CHERYL LANA

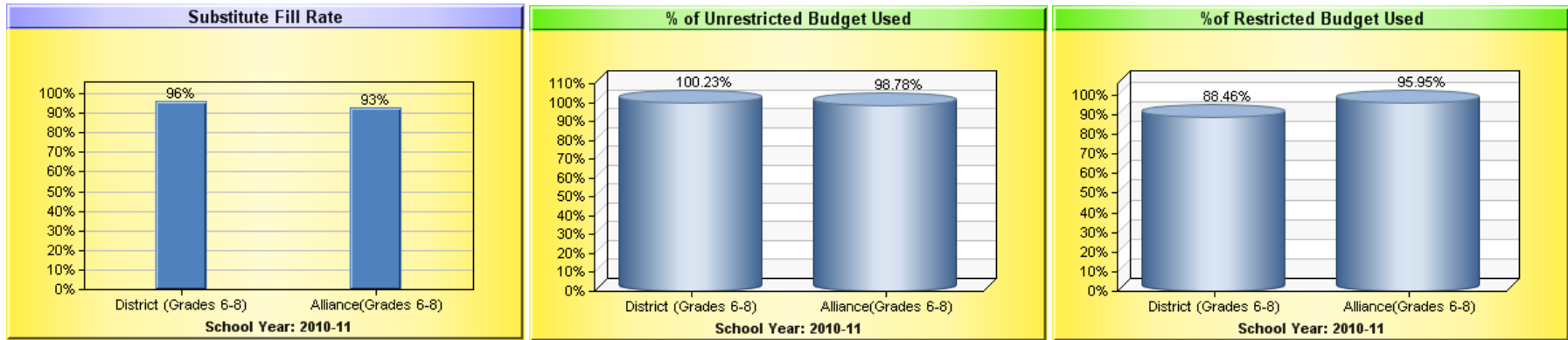
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Utilize SIG resources for school transformation	CST scores, Benchmark scores and Grade Point Averages	All Students	August 2012 - June 2013	Principal	4/27/2012	224SQI5A3971	Pay district indirect costs	3180-SIG - ORIGINAL - 2008			0	\$73,730.20

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

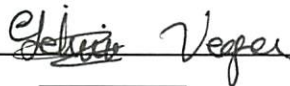
**School Site: Alliance Academy
Site Number: 224**

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 4/2/2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 5/7/2012.
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

Leticia Vega

SSC Chairperson's Name (printed)

5/7/12

Date



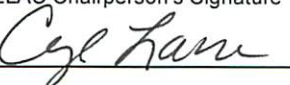
ELAC Chairperson's Signature

Leticia Vega

ELAC Chairperson's Name (printed)

5/7/12

Date



Principal Signature

Cheryl Lana

Principal's Name (printed)

5/7/12

Date



Executive Officer's Signature

Matt Doherty

Executive Officer's Name (printed)

5/7/12

Date



Director, State & Federal Compliance Signature

Susana Ramirez

Director, State & Federal's Name (printed)

6/8/12

Date

School Site Council Membership Roster – Middle School

School Name: Alliance Academy

School Year 2011-2012

Chairperson : JoAnn Meeks	Vice Chairperson: Issac Segundo
Secretary: Ermelinda Godinez	<u>DAC Representative:</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Cheryl Lana	1800 98 th Ave	√				
Ermelinda Godinez	1800 98 th Ave				√	
Ma. Guadalupe Maravilla	1800 98 th Ave				√	
Adalberto Ojeda	1800 98 th Ave				√	
Issac Segundo	1800 98 th Ave				√	
JoAnn Meeks	1800 98 th Ave				√	
Katherine Wolfe	1800 98 th Ave		√			
Jane Kaufman	1800 98 th Ave		√			
Oveida Crespo	1800 98 th Ave			√		
Maria Sanchez	1800 98 th Ave				√	
Renee Manrique	1800 98 th Ave		√			
David Ramirez	1800 98 th Ave, Oakland, CA		√			
DAC Representative						
Leticia Vega						
Home Ph.	Email:					

Meeting Schedule	
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SSC Legal Requirements:

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

1-Principal
 4-Classroom Teachers
 1-Other Staff

Or

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

Title I School Parental Involvement Policy 2012 - 2013

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

Involvement of Parents in the Title I Program

Alliance Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan. At the annual Title I meeting, we will outline the program for the 2012-13 school year, based on the current school site plan, approved Title I funds and the School Improvement Grant goals. We will discuss Title I expenditures at each SSC meeting and in the development of the following school site plan. For the 2012-13 school year, we will report on the academic interventions and how we are monitoring progress of students in Title 1 programs and the field trips offered related to academics. We will also report on the work of our TSA who will be implementing positive school climate activities to support attendance, behavior and academic achievement of our Title I students.
- Offer a flexible number of meetings for parents.
 1. We will encourage parents to come to our monthly SSC meetings (the first Monday of the month) where we will provide updates on the above programs as well as take parent questions/input.
 2. We will also have at least one fall and one spring community meeting for parents and community members.
 3. This is advertised in newsletters mailed with report cards, the marquee and through autodialer phone calls as well as the calendar distributed at registration.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 1. The system to involve parents is to be sure that parents are aware of the purpose of SSC meetings (including the review of Title I programs and goals). We conduct the meetings in English, but provide Spanish translation at each meeting.
- Provides parents of Title I students with timely information about Title I programs.
 1. We send a newsletter every six weeks with updates on school programs. We also follow SSC rules to post agendas and notify the school of the meeting dates for the year, with monthly updates. This includes use of our school marquee and autodialer phone messages in English and Spanish.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 1. This is provided to all students and parents at the start of the year and re-iterated at Open House and in Fall and Spring parent-teacher conferences.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

1. Each teacher has a set prep period and this is a time when we frequently set meetings with teachers and parents to review progress. All parents/families are able to have regular meetings with teachers and also are invited to attend grade level meetings and SSC meetings.

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

Alliance Academy provides information to all parents at the start of the year, outlined what students will learn at each grade level and how this is connected to OUSD and California Department of Education expectations. This information is also provided at Back-To-School Night in September and is also a part of SST and teacher/parent conferences in October.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - For the 2012-13 school year, we will be working with an organization to increase our offerings for parents with regards to how to support their children academically. We will host at least one monthly event and one event each marking period per grade level that is designed to help parents to work with their children to improve their children's academic achievement.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - For the 2012-13 school year, we will be working with an organization to increase our offerings for parents with regards to how to support their children academically. We will align our professional development on our site to include this information for teachers and staff so that we can help provide timely and relevant information to parents and also establish ways to get meaningful, timely feedback from parents.
- 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.

- For the 2012-13 school year, we will be working with an organization to increase our offerings for parents with regards to how to support their children academically. We will host at least one monthly event and one event each marking period per grade level that is designed to help parents to work with their children to improve their children's academic achievement.
- 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.
 - All regular communications are provided in English and Spanish (newsletters, SSC meeting and minutes, autodialer messages).
- Provides support, during regular meetings, for parental activities requested by Title I Program parents.
 - The parent meeting schedule will be developed in alignment with Title I program goals and input of parents.

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 regular communications are provided in English and Spanish (newsletters, SSC meeting and minutes, autodialer messages).

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 Alliance Academy 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)

Alliance Academy School Compact

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

As a student I will:

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

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and video games 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.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature

As a teacher I will:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20__.

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			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".	<p>Full implementation means that all students, including English learners, students with disabilities, students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in Reading/Language Arts/ELD. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers are using the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program that include extra support for struggling readers and English learners. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including English learners, students with reading difficulties, students with disabilities, and advanced learners. Some students with disabilities may need special modifications and/or accommodations of curriculum or instruction, as specified in their individualized education plan (IEP), to enable them to participate successfully in a basic core classroom. 	1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p>Appropriate Instructional Program Materials All students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: <input type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Students with disabilities</p> <p>Appropriate Use Identify all that apply: <input checked="" type="checkbox"/> Core materials are used daily as designed. <input checked="" type="checkbox"/> Ancillary materials are used daily as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:	8/29/2011						
Classroom Distribution Date:	9/10/211						
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

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

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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:	<u>8/29/2011</u>		
Classroom Distribution Date:	<u>9/10/2011</u>		
Attach publisher PO documentation for sets of classroom core materials.			

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
1. Instructional Program	<p>1.3 The school/district provides the current* SBE-adopted Reading/Language Arts intensive intervention programs and materials in grades 6-8. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student.</p> <p>*As a result of ABX4 2, the State Board of Education (SBE) R/LA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."</p>	<p>Full implementation means that all students identified as needing intensive intervention in grades 6-8, including English learners and students with disabilities, who are two or more years below grade level in reading are provided the current SBE-adopted intensive intervention materials that offer accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed.</p> <ul style="list-style-type: none"> Intervention programs are multi-period, stand-alone, intensive programs that are designed to accelerate student learning two years for every year of instruction. The programs should position students to progress rapidly toward successful reentry into the basic core program at their appropriate grade level. Students who reenter the basic core program may need an additional period of strategic support. Districts are using either the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list. 	Objective	Fully	Substantially	Partially	Minimally																				
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																				
<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials Students are <u> X </u> assessed, <u> </u> placed and <u> X </u> provided appropriate SBE-adopted intensive intervention program and materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 6 <u> </u> Gr. 7 <u> </u> Gr. 8 <u> </u> All Intensive EL's Gr. 6 <u> </u> Gr. 7 <u> </u> Gr. 8 <u> </u> All Intensive SWD's Gr. 6 <u> </u> Gr. 7 <u> </u> Gr. 8 <u> </u></p> <table border="1" data-bbox="1108 769 1612 954"> <thead> <tr> <th colspan="4">Number/% Provided SBE Intensive Intervention</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td></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 <u> </u> Materials are used daily as designed</p>								Number/% Provided SBE Intensive Intervention					Grade 6	Grade 7	Grade 8	All Intensive learners				Intensive EL's				Intensive SWD's			
Number/% Provided SBE Intensive Intervention																											
	Grade 6	Grade 7	Grade 8																								
All Intensive learners																											
Intensive EL's																											
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Documentation			Additional Comments																								
<p>Reading/Language Arts/ELD</p> <p>District Purchase Date:</p> <p>School Distribution Date:</p> <p>Classroom Distribution Date:</p>																											
Attach publisher PO documentation for sets of classroom core materials.																											

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			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. 	1.4	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 students are <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: <input type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Students with disabilities</p> <p>Appropriate Use Identify all that apply: <input checked="" type="checkbox"/> Core materials are used daily as designed. <input checked="" type="checkbox"/> Ancillary materials are used daily as designed.</p>				
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:		8/29/2011					
Classroom Distribution Date:		9/10/2011					
Attach publisher PO documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components				
			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						
	District Purchase Date:						
	School Distribution Date:						
	Classroom Distribution Date:						
Attach publisher PO documentation for sets of classroom core materials.							

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components														
			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%										
			<p align="center">Key Components</p> <p>Appropriate Instructional Program Materials All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive learners: Gr. 8 ___ All Intensive EL's Gr. 8 ___ All Intensive SWD's Gr. 8 ___</p> <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> <p>Appropriate Use _____ Materials are used daily as designed.</p>					Number Provided SBE Algebra Readiness		Grade 8		Total Students		English Learners		Students with disabilities	
Number Provided SBE Algebra Readiness																	
Grade 8																	
Total Students																	
English Learners																	
Students with disabilities																	
Documentation		Additional Comments															
Mathematics																	
District Purchase Date:																	
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Classroom Distribution Date:																	
Attach publisher PO documentation for sets of classroom core materials.																	

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components																					
			Objective	Fully	Substantially	Partially	Minimally																	
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>	2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of instructional minutes (length of periods) offered at each grade level:</p> <table border="1"> <thead> <tr> <th colspan="4">Number of instructional minutes at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>English learners</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Students with disabilities</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table>					Number of instructional minutes at each grade level					Grade 6	Grade 7	Grade 8	All students	60	60	60	English learners	60	60	60	Students with disabilities
Number of instructional minutes at each grade level																								
	Grade 6	Grade 7	Grade 8																					
All students	60	60	60																					
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Students with disabilities	60	60	60																					
Documentation		Additional Comments																						
	Reading/Language Arts/ELD																							
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School Instructional Procedures:																								
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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																								
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in Reading/Language Arts, using the current SBE-adopted basic core program ancillary materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> 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 style="text-align: center;">Key Components</p> <p>Appropriate Allocation of Daily Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served <u>and</u> the amount of strategic time (length of HP strategic periods) offered at each grade level:</p> <table border="1" data-bbox="1108 776 1608 1078"> <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 <u>additional</u> 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 <u>additional</u> 30-45 minutes or a support period			
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Academic Program Survey—Middle School Level

		<p>ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers.</p>	<table border="1"> <thead> <tr> <th colspan="4">Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all HP strategic students</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to HP strategic ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to HP strategic SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Describe assessment and placement criteria for high priority strategic students:</p> <p>Describe differentiated support for students not needing an additional strategic period:</p>			Number of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students					Grade 6	Grade 7	Grade 8	Additional time provided to all HP strategic students				Additional time provided to HP strategic ELs				Additional time provided to HP strategic SWDs			
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Documentation		Additional Comments																							
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District Instructional Regulations:																									
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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components													
			Objective	Fully	Substantially	Partially	Minimally									
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 	2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			<p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time Identify all that apply</p> <p>_____ Time is given priority and protected from interruptions.</p> <p>_____ ELD instruction is additional time in the schedule.</p> <p>Identify Number (#) EL students by CELDT level and # of ELD minutes (length of periods) offered at each CELDT level</p> <table border="1"> <thead> <tr> <th>Proficiency Levels</th> <th>Levels 1-2</th> <th>Level 3</th> <th>Levels 4-5</th> </tr> </thead> <tbody> <tr> <td># Students</td> <td></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)																

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components																					
			Objective	Fully	Substantially	Partially	Minimally																	
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. 	2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			<p>Key Components</p> <p>Appropriate Allocation of Daily Instructional Time _____ Time is given priority and protected from interruptions.</p> <p>Identify # of instructional minutes (length of periods) offered at each grade level:</p> <table border="1"> <thead> <tr> <th 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>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>English learners</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Students with disabilities</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>* For Algebra Readiness see 2.7</p>					# of Instructional minutes at each grade level					Grade 6	Grade 7	Algebra I	All Students	60	60	60	English learners	60	60	60	Students with disabilities
# of Instructional minutes at each grade level																								
	Grade 6	Grade 7	Algebra I																					
All Students	60	60	60																					
English learners	60	60	60																					
Students with disabilities	60	60	60																					
Documentation		Additional Comments																						
	Mathematics																							
District Instructional Regulations:																								
School Instructional Procedures:																								
Attach appropriate documents.																								

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																												
2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic intervention in mathematics, using the current SBE-adopted basic core ancillary program materials. <ul style="list-style-type: none"> Grades 6-7: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. Grade 8: 30-60 minutes (or up to one period) additional strategic support linked to a grade-level Algebra I course. 	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including English learners, students with disabilities, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> For grades 6-7, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. For grades 6-7, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level course. Some grade 6-7 students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. For grade 8, strategic students are defined as demonstrating proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. For grade 8, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> For high-priority strategic students, support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. Some grade 8 strategic students may have occasional trouble within day-to-day grade-level standards 	Objective 2.6	Fully 4 100%	Substantially 3 At least 75%	Partially 2 At least 50%	Minimally 1 Less than 50%																								
<p style="text-align: center;">Key Components</p> <p>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 periods) offered at each grade level:</p> <table border="1" data-bbox="1121 808 1583 1027"> <thead> <tr> <th colspan="4">Number of students at each grade level</th> </tr> <tr> <th></th> <th>Grade 6</th> <th>Grade 7</th> <th>Grade 8</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP Strategic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP ELs</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All HP SWDs</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period:</p>								Number of students at each grade level					Grade 6	Grade 7	Grade 8	All Strategic				All HP Strategic				All HP ELs				All HP SWDs			
Number of students at each grade level																															
	Grade 6	Grade 7	Grade 8																												
All Strategic																															
All HP Strategic																															
All HP ELs																															
All HP SWDs																															

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Academic Program Survey—Middle School Level

		<p>instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</p> <ul style="list-style-type: none"> For grades 6-8, the core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Amount of Strategic Instructional minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th style="width: 20%;"></th> <th style="width: 15%;">Grade 6</th> <th style="width: 15%;">Grade 7</th> <th style="width: 15%;">Algebra 1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Additional time provided to all HP strategic students</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Additional time provided to HP strategic English learners</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Additional time provided to HP strategic Students with disabilities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>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																							
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Documentation		Additional Comments																					
	Mathematics																						
District Instructional Regulations:																							
School Instructional Procedures:																							
Attach appropriate documents.																							

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

or intensive reading intervention program and mathematics program materials.

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

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

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Documentation

Additional Comments

E/LA/ELD & Mathematics

District Completion Records:

Approved Provider Information:

Date of Offerings:

Academic Program Survey—Middle School Level

Attach appropriate documents.

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

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																				
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 training and 80 hours of	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 determine student progress, the degree to which the 	Objective	Fully	Substantially	Partially	Minimally																
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																
<p align="center">Key Components</p> <p>Training and Practicum Completed:</p> <p>Indicate the number of teachers at each grade level and number completing training and practicum:</p> <table border="1" data-bbox="1140 748 1612 930"> <thead> <tr> <th></th> <th># of Teachers</th> <th>40 hour Training</th> <th>Structured Practicum</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td align="center">2</td> <td></td> <td></td> </tr> <tr> <td>Grade 7</td> <td align="center">1</td> <td></td> <td></td> </tr> <tr> <td>Grade 8</td> <td align="center">1</td> <td></td> <td></td> </tr> </tbody> </table> <p>* Refer to suggested practicum activities</p>									# of Teachers	40 hour Training	Structured Practicum	Grade 6	2			Grade 7	1			Grade 8	1		
	# of Teachers	40 hour Training	Structured Practicum																				
Grade 6	2																						
Grade 7	1																						
Grade 8	1																						

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Academic Program Survey—Middle School Level

	<p>structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<p>adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • 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 Rtl² including support on providing tiered intervention • Implementation and monitoring of standards-based IEP. • Training for general, special education and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
District Completion Records: Approved Provider Information: Dates of Offerings: Attach appropriate documents.	Reading/Language Arts/ELD		

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

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Academic Program Survey—Middle School Level

	<p>training and 80 hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support English Learners in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		
District Completion Records:			
Approved Provider Information:			
Dates of Offerings:			
Attach appropriate documents.			

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Attach appropriate documents.

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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. 	6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Coaches/Content Experts/Specialists: <input checked="" type="checkbox"/> Type of instructional assistance <input checked="" type="checkbox"/> Works primarily in classrooms</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p>Monitoring Coaching System <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services</p> <p>Trained Coaches/ Content Experts/Specialists <input checked="" type="checkbox"/> Completed SBE adopted materials-based Training (identify which program[s]). <input 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:							

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Academic Program Survey—Middle School Level

Attach appropriate documents.

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

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
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. 	7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
<p style="text-align: center;">Key Components</p> <p><u>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>							

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			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% x	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p>Scheduled Structured Collaboration Meetings</p> <p><u>2</u> Number per month</p> <p>x All teachers including strategic, intensive intervention, special education, and ELD teachers participate</p> <p>x Meetings are structured, protocols/tools are developed and used.</p> <p>x Training for collaboration meeting protocols provided to teachers</p> <p>x Professional development provided for administrators and teachers on data analysis and data-informed instruction</p> <p>x Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels</p> <p>Collaborative Meeting Discussion Content</p> <p>x Using and analyzing timely student common assessment results from all students</p> <p><u> </u> x Strengthening program implementation</p> <p>x Designing and improving lessons/instruction</p> <p>x Identifying research-based strategies to support specific skill needs of all students</p>				
Documentation		Additional Comments					
Reading/Language Arts/ELD							

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Academic Program Survey—Middle School Level

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

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

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Academic Program Survey—Middle School Level

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

Academic Program Survey—Middle School Level

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

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Academic Program Survey—Middle School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the Single Plan for Student Achievement (SPSA).	<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.							

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