

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 – Melrose Leadership Academy

Action Requested:

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



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Melrose Leadership Academy

6118640

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

Oakland is a city rich with diversity. Many languages are spoken by its residents, yet, for most children, school is an English only experience. In schools where another language is employed, it is used as a bridge to English, not as something worth developing and sustaining. Many of Oakland's Latino students are segregated into transitional bilingual programs that provide limited support in Spanish for 3 years. As a result of this, we have seen a lack of integration between African American and Latino students, the two largest populations in Oakland. This segregation adds to the long-standing division between the African American and Latino communities. The language abilities students bring to school are not usually treated as assets. As a result, most Latino students in Oakland do not develop academic Spanish. In fact, they generally lose their ability to communicate effectively in Spanish by the time they enter middle school. African American students' language is frequently perceived as inferior to the academic English taught in school. This treatment of the students' home language can alienate the student from the school. Furthermore, English dominant students do not get the opportunity to acquire a second language. The dual immersion program allows for integration. Families that in the past have opted to send their children to private schools are also coming back to public education and enrolling their children at MLA. Having this diversity of families at Melrose Leadership Academy not only integrates the school ethnically, it also creates socio-economic integration. MLA families are a true representation of the ethnic and socio-economic diversity of Oakland. The four main goals of dual immersion programs are: All students will develop high levels of proficiency in their first language All students will develop high levels of proficiency in their second language All students will demonstrate high levels of academic performance in English and Spanish All students will demonstrate positive cross-cultural attitudes and behaviors. By providing dual immersion, we have ethnically and socio-economically diverse classrooms. We have a balance of English dominant and Spanish dominant students. All students will become bilingual and bi-literate and they will develop a respect for diversity of language and culture through the intentional inclusion of multi-cultural education. According to Dr. Katheryn Lindholm-Leary's research on dual immersion programs, by 6th grade, English Language learners in a dual immersion program outscore their counterparts in

all other programs as measured by the California Standards Test. They score better than the state average. Dual immersion leads to full English proficiency and produces student graduates who are bilingual and bi-literate. In order to reap all of the academic and social benefits of dual immersion, we provide dual immersion instruction from K-8. We intend to create a bilingual, intellectual and social community where students' ideas, culture and language are valued, where understanding is collaboratively constructed and reconstructed through dialogue that involves multiple voices, including those of the teacher and the student. Students will be heard and respected. They will share responsibility for their learning. They will engage in on-going investigation designed through the structures of Expeditionary Learning. They will also pursue ways of making the world around them a better place and share responsibility to develop and sustain a positive learning environment.

VISION

The vision of Melrose Leadership Academy is to partner with families, community members and students to create an environment that enables students to be bilingual, creative, thoughtful, self-motivated learners. We will nurture a culture of mutual respect and multiculturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy will be a place where students exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world.

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

The Leadership team composed of the principal, after school coordinator, TSA's, OEA rep and teacher reps will monitor academic achievement regularly during monthly Leadership Team meetings dedicated to analyzing students work including writing samples, EDL, SRI, MARS tasks and Expeditionary Learning Assessments. We will identify modifications as needed based on data. The Apoyo Team will monitor climate plan during a monthly Apoyo Team (Coordination of Services) meeting dedicated to analyzing referral, detention, suspension, student surveys, restorative practices implementation and other school-wide climate data. The SSC will engage our parent community through SSC/ELAC meetings and through additional quarterly meetings to evaluate progress and identify modifications as needed. Teachers will engage in Collaborative Inquiry and collect data related to their inquiry. They will meet monthly to support the inquiry process and do a mid-year and end of year presentation to present their learning.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

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:

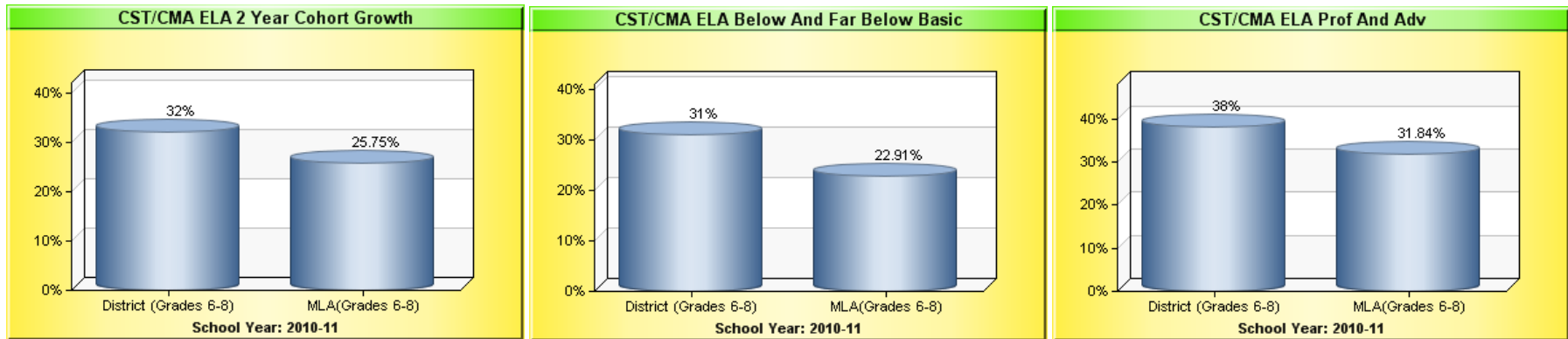
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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



Data Analysis

- MLA middle school students' growth in ELA was 6% lower than the district average.
- We had 8% fewer students at the lowest levels as compared to the district.
- We also had 6% fewer students at the highest levels as compared to the district results.

Theory Action

- We need to strengthen Literacy Across the curriculum and focus on the development of academic language in order to improve our students' academic achievement.
- By providing teachers with support to develop Expeditions, they will provide students with experiences that develop their academic language through deep understanding of content.
- Developing literacy in two languages allows students to develop academic skills at higher levels.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Develop and implement Expeditions in all classrooms that are based in Common Core Standards, that include language, content and habits learning targets.	Expeditions and evidence of implementation in classroom	All Students	Each semester	Leadership Team	5/8/2012	235SQ11A4339	Teachers will develop curriculum based on common core standards.	N/A			0	\$0.00
All teachers will participate in Collaborative Inquiry; selecting a part of their practice they would like to improve, developing a plan, collecting data, sharing results with peers.	Collaborative Inquiry sessions and end of the year presentations.	All Students	Monthly		5/8/2012	235SQ11A4338	Weekly collaborative meetings.	N/A			0	\$0.00
Teachers will provide students opportunities to use writing in all curricular areas.	Student writing in math, Science, History and Language Arts classes.	All Students	Daily	Teachers	5/8/2012	235SQ11A4337	Expand writing to all curricular areas.	N/A			0	\$0.00

All language classes will include a balanced approach to literacy; Word work, Reading Workshop and Writer's Workshop.	Balanced literacy strategies in use in language classes.	All Students	On-going	Language Arts teachers	5/8/2012	235SQ11A1302	Teacher on special assignment to coach teachers on developing writing skills for students.	3010-Title I		T10TSA0193	1	\$83,209.64
All language classes will include a balanced approach to literacy; Word work, Reading Workshop and Writer's Workshop.	Balanced literacy strategies in use in language classes.	All Students	On-going	Language Arts teachers	5/8/2012	235SQ11A1303	Expeditionary Learning coach to provide support for instruction in language arts.	3010-Title I	5825-CONSULTANTS		0	\$4,500.00
Professional Development and coaching in classrooms needed to support English Language Learners	Improvement in CELDT scores, benchmark assessments and SRI	English Learners	On-going	Leadership TEam	5/8/2012	235SQ11A1306	Provide teachers with ELD coaching.	7091-EIA - LEP		T10TSA9999	0.3	\$23,903.35
Additional time for teachers to participate in PD focused on Language Acquisition and to plan with coach	Targeted ELD strategies observed in classroom lessons	English Learners	on-going	Leadership Team	5/8/2012	235SQ11A1309	Teachers collaborate to develop units and evaluate data.	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	\$5,000.00
Additional time for teachers to participate in PD focused on Language Acquisition and to plan with coach	Targeted ELD strategies observed in classroom lessons	English Learners	on-going	Leadership Team	5/8/2012	235SQ11A1310	Provide teachers with additional materials for collaboration.	7091-EIA - LEP	4310-SUPPLIES		0	\$278.83
Additional time for teachers to participate in PD focused on Language Acquisition and to plan with coach	Targeted ELD strategies observed in classroom lessons	English Learners	on-going	Leadership Team	5/8/2012	235SQ11A1312	Provide teachers with additional materials for collaboration	3010-Title I	4310-SUPPLIES		0	\$3,720.77
Additional time for teachers to participate in PD focused on Language Acquisition and to plan with coach	Targeted ELD strategies observed in classroom lessons	English Learners	on-going	Leadership Team	5/8/2012	235SQ11A1314	Coaching on language acquisition.	7090-EIA - SCE		T10TSA9999	0.3	\$23,903.35
Contract with Expeditionary Learning to support engaging curriculum development for all classrooms	Expeditions	All Students	on-going	Leadership Team	5/8/2012	235SQ11A1323	Coach teachers to develop standards based curriculum	7090-EIA - SCE	5825-CONSULTANTS		0	\$10,509.65
Contract with Expeditionary Learning to support engaging curriculum development for all classrooms	Expeditions	All Students	on-going	Leadership Team	5/8/2012	235SQ11A4345	Supplies for portfolio and expeditionary learning activities.	7090-EIA - SCE	4310-SUPPLIES		0	\$7,775.78

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

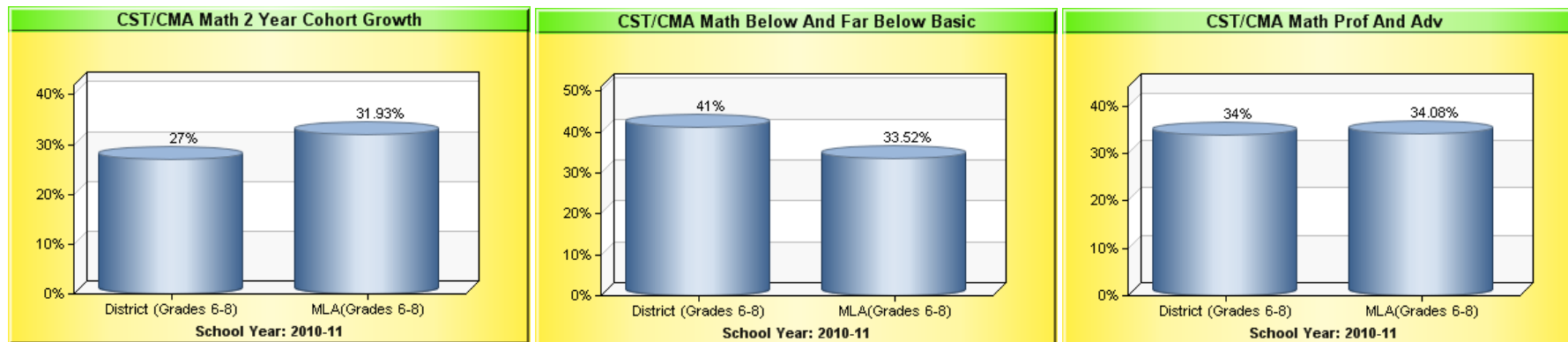
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

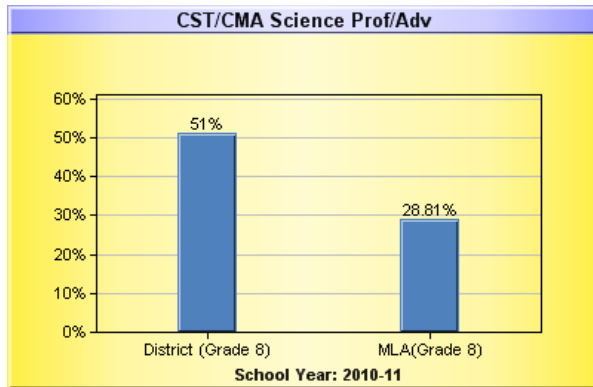
District-level Goals

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

School Federal and State Academic Achievement Goals:

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





Data Analysis

- Our middle school students' growth in math last year was 5% better than the district average.
- MLA middle school had 7% fewer students in the FBB and BB basic levels.
- We had .8% more students score at Proficient and Advanced levels as compared to the district average.
- Our middle school Science scores are significantly lower than the district average; 22% lower.

Theory Action

- Although our middle school math results are better than the district average, there are many students that are not proficient in math.
- All teachers need to implement performance tasks in order to have better student conceptual understanding and align instruction to the Common Core Standards.
- We need to improve our Science instruction; focusing on Expeditionary Learning will allow students to deepen their Scientific understanding.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Principal to participate in PD and collaboration	Participation by Principal in district Math PD		Monthly	Moyra Contreras	5/11/2012	235SQ11B4395	Principal to develop improved mathematical understanding	N/A			0	\$0.00
* Teachers classroom observations using 5x8 card * Give feedback to ea other using 5x8 card * All math teachers can state 4 Math Claims and give examples of classroom practice * All middle school math tchrs collaborate with site & off site colleagues once a month and	*Increased frequency of observations, understanding and practice of giving feedback, and sharing of assessment, and instructional strategies.		Monthly	Leadership Team	5/11/2012	235SQ11B4396	Provide on-going feedback to teachers	N/A			0	\$0.00
* teachers use formative assessment lessons to develop pedagogy focused on conceptual understanding * All middle school math teachers participate in at least one summer or	Increased use of formative assessments, increased use of Assessment for Learning/		Monthly	Leadership Team	5/11/2012	235SQ11B4397	All middle school math teachers participate in math PD	N/A			0	\$0.00

mid-year institute *All math teachers do peer observations on a regular basis using 5x8 card	academic language strategies											
*All math teachers administer performance tasks on each benchmark assessment * Teachers use some performance tasks from pacing guide 3x month *Middle school math tchrs use Navigator intervention materials *Every student will complete a project-based math presentation, which will include an orla presentation, power point or Board document	Increased quantity of students doing performance tasks on benchmarks, increased use of intervention materials, middle school student math presentations		Each semester	Leadership Team	5/11/2012	235SQ11B4398	Include performance tasks in regular assessment process	N/A			0	\$0.00
Develop and teach Science Expeditions based on Common Core Standards in every grade	Implementation of Science Expeditions	All Students	On-going	Principal	5/11/2012	235SQ11B4364	Implement reading and writing in across the standards- based curriculum	N/A			0	\$0.00
Develop and teach Science Expeditions based on Common Core Standards in every grade	Implementation of Science Expeditions	All Students	On-going	Principal	5/11/2012	235SQ11B4393		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

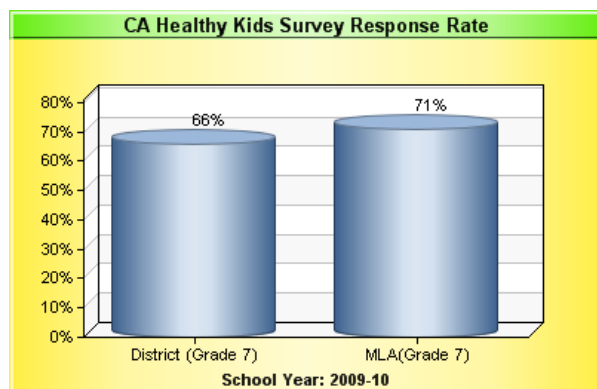
School Quality Standards relevant to this Strategic Priority

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.



Theory Action

- Students must be engaged on authentic, meaningful work which includes evaluation of their own and peer's work
- Student work must include investigating, hypothesizing, analyzing and taking positions.
- Students must have an authentic audience for their work.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue student-led conferences.	Conference participation		Mid-year	Leadership Team	5/11/2012	235SQ11C4399	All students conduct student-led conferences with their family	N/A			0	\$0.00
Continue Academic												

Expo's that provide students with an authentic audience for their work.	Academic Expo presentations	All Students	Twice a year	Leadership Team	5/11/2012	235SQ11C4400	Continue Academic EXPO presentations two times per year	N/A			0	\$0.00
Continue portfolio process, where students reflect on and evaluate their work	Portfolios for all students	All Students	On-going	Leadership Team	5/11/2012	235SQ11C4401	Continue Portfolio assessment process	N/A			0	\$0.00
Offer summer bridge program for incoming 6th graders and outgoing 8th graders	Summer bridge program	All Students	Summer	Principal	5/11/2012	235SQ11C4402	Continue bridge program for 6th and 8th graders	N/A			0	\$0.00
Provide summer program option for incoming Kinder students	Summer program	Pre-Kindergarten	Summer	Aspiranet	5/11/2012	235SQ11C4403	Continue Aspiranet summer program option	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

School Quality Standards relevant to this Strategic Priority

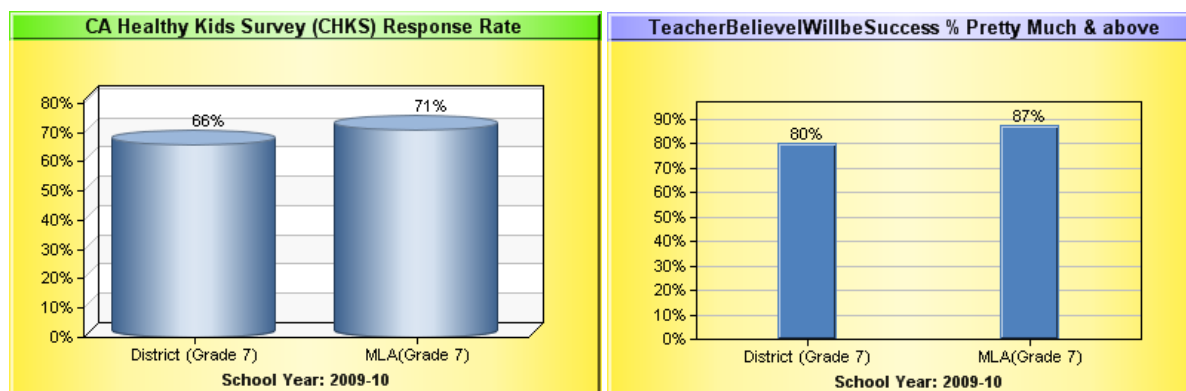
A quality school...

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

From OUSD Strategic Plan:

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

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



Data Analysis

- 87% of 7th graders believe that their teachers believe that they can be successful.
- EXPO's, student-led conferences, portfolio presentations and Expeditionary Learning help students take responsibility for their own education and find meaning in their work.

Theory Action

- Students need to know what they are learning and why.
- Students must be engaged in meaningful, authentic work, investigating, hypothesizing, evaluating and taking positions.
- Students must share responsibility for their learning.
- Students must have opportunities to pursue ways to making the world around them a better place.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue Expeditionary Learning	Written Expeditions and classroom implementation	All Students	On-going	Leadership Team	5/11/2012	235SQI1D4405	Develop Integrated Expeditionary Learning units in all grade levels	N/A			0	\$0.00
Continue and expand portfolio process	All 6-8 students put together a portfolio, development of a portfolio process for K-3	All Students	On-going	Leadership Team	5/11/2012	235SQI1D4404	Continue and expand portfolio process to K-3	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

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%

Data Analysis

- More than 50% of MLA teachers participated in the Mills Scholars program during the 2011-2012 school year.
- MLA Mills Scholars facilitated Collaborative Inquiry process or the non-participating teachers during monthly PD at MLA.
- All teachers report improvement in their practice as a result of collaborative inquiry process.

Theory Action

- When teachers participate in a well organized and supported Collaborative Inquiry process, student achievement increases.
- Spanish speaking English Language Learners benefit socially and academically from participation in a quality Spanish Dual Immersion Program.
- English speakers benefit socially and academically from participation in a quality Dual Immersion program.
- In order to meet the individual needs of our students, teachers must be involved in collaborative, critical analysis of their practice.
- Well written, standards based Expeditions accelerate student learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to develop Dual Immersion program, adding 3rd grade in 2012-13 school year.	3rd grade students and teachers at MLA.	All Students	fall of 2012	Principal	5/8/2012	235SQ1E4344	Expand dual-immersion program into 3rd grade.	N/A			0	\$0.00
Continue partnership with Mills Scholars Collaborative Inquiry program	Teachers participation in Mills Scholars program.	All Students	On-going	Teachers	5/8/2012	235SQ1E4343	Provide teachers with professional development to implement cycle of inquiry based on their practice.	N/A			0	\$0.00
Continue development of Expeditions to create challenging, rigorous,	Expeditions	GATE	On-going	Teachers	5/8/2012	235SQ1E4342	Provide opportunities to produce research-based products on relevant	N/A			0	\$0.00

integrated, language rich curriculum							community issues.					
Hold special new family orientation meetings for in-coming Kinder students.	Orientation meetings	Pre-Kindergarten	Spring and summer of 2012	Principal	5/8/2012	235SQ1E4341	Transition for pre-K to K.	N/A			0	\$0.00
Hold special orientation meetings for families of new 6th grade students.	Orientation meetings	All Students	Spring and summer of 2012	Principal	5/8/2012	235SQ1E4340	Incoming middle schoolers attend a family orientation meeting.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

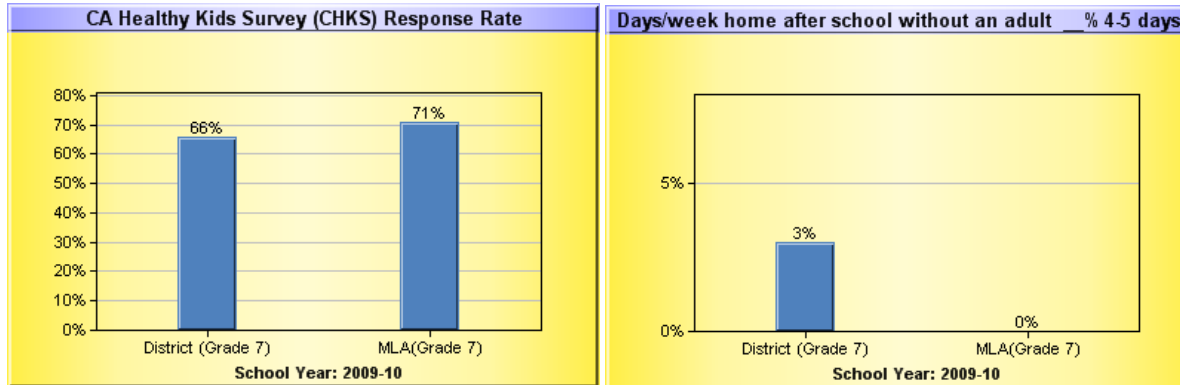
School Quality Standards relevant to this Strategic Priority

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.



Data Analysis

- All of our middle school students participate in an extended day.
- Most primary students participate in our after school program.
- Extended learning time provide students opportunities for enrichment and intervention.

Theory Action

- Extended learning time provides students opportunities for enrichment and intervention.
- Enrichment and interventions are required to educate the whole child.
- The development of creative and artistic expression is essential in a well rounded education.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue providing an extended day for all middle school students,	Schedule and	All		Extended			Continue extended day					

including enrichment electives and interventions.	attendance	Students	Daily	Day coordinator	5/11/2012	235SQ11F4406	program 6-8	N/A			0	\$0.00
Analyze the effectiveness of our extended day program, including using student surveys.	Student survey results	All Students	quarterly	After school program liaison	5/11/2012	235SQ11F4407	Have student Council design and give student surveys to get student input on extended day program	N/A			0	\$0.00
Provide enrichment opportunities to all middle school students through extended day.	Class schedules	All Students	every semester	After school coordinator	5/11/2012	235SQ11F4408	Continue to include enrichment opportunities in extended day program	N/A			0	\$0.00
Modify homework classes to support student learning based on evaluation of quality of homework and homework return rate.	Data on homework	All Students	Every semester	After school program liaison	5/11/2012	235SQ11F4409	Re-design homework classes	N/A			0	\$0.00
Meet with after school coordinator weekly through Leadership Team meeting	weekly meetings	All Students	weekly	Principal	5/11/2012	235SQ11F4394	Weekly coordination between extended day and core program	N/A			0	\$0.00

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

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

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

School Quality Standards relevant to this Strategic Priority

A quality school...

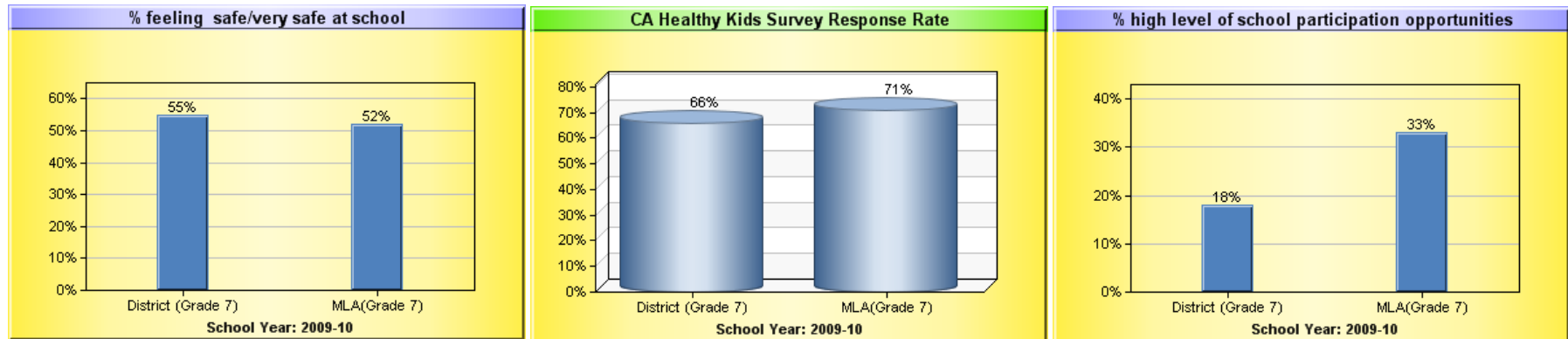
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

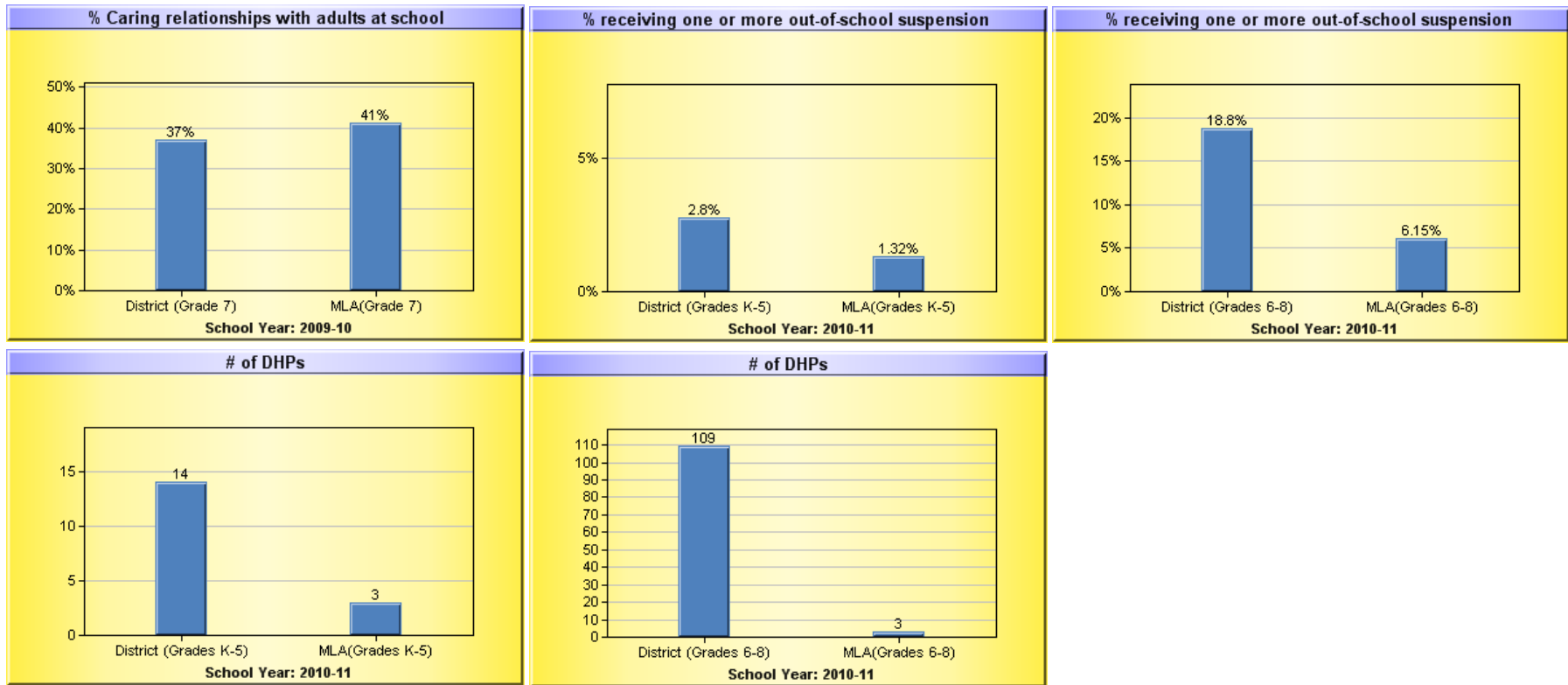
From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





Data Analysis

- MLA has a low % of student suspensions as compared to OUSD middle school average.
- MLA has a low % of DHP'd students as compared to OUSD middle school average.
- Although the % of 7th graders at MLA that report having caring adults at school is higher than the district average, it is less than 50%; we need to improve this.

Theory Action

- Using Restorative Justice practices school wide reduces suspensions, improves relationships between students, staff and parents, and increases student engagement.
- Teaching the MLA Habits of Heart and Mind support students to develop habits of mind that result in academic success.
- Identifying students in crisis, creating and monitoring individualized support weekly through a coordination of services process (APOYO) improves student achievement.
- Requiring students to present their work to the community in a portfolio process promotes meaningful student engagement.
- Institutionalizing a Student Council that is responsible for voicing concerns and suggestions to school leadership will improve culture and student engagement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue using							Implement Restorative					

restorative justice practices at MLA; providing monthly PD for teachers.	Monthly PD	All Students	Monthly	RJ coordinator	5/11/2012	235SQI2A4410	practices in classrooms, staff and parent gatherings	N/A			0	\$0.00
Provide RJ training for parents.	Trainings	All Students	quarterly	R coordinator	5/11/2012	235SQI2A4411	Quarterly RJ trainings for parents	N/A			0	\$0.00
Implement Community Building Circles in all classrooms.	Regular Community Building Circles in every classroom	All Students	weekly	Teachers	5/11/2012	235SQI2A4412	Include observation of Community Building Circles during observations	N/A			0	\$0.00
Continue to use Community Building Circles to develop strong relationships with parent community during regular meetings.	Regular Community Building Circles with parent community.	All Students	Monthly	RJ coordinator	5/11/2012	235SQI2A4413	Use RJ in community gatherings	N/A			0	\$0.00
Continue weekly Coordination of Services meetings that include all teachers and support staff.	Notes from weekly meetings	All Students	Weekly	Principal	5/11/2012	235SQI2A4414	Continue to hold weekly coordination of services meetings	N/A			0	\$0.00
Continue to implement MLA Portfolio process that includes 8th grade Portfolio presentation, a promotion requirement.	Portfolio presentations	All Students	Yearly	Teachers	5/11/2012	235SQI2A4415	Continue 8th grade portfolio presentation requirement for promotion.	N/A			0	\$0.00
Organize a Student council to meet weekly to represent students in school leadership, including in the PTSA.	Weekly meetings, surveys and notes from meetings	All Students	On-going	Principal	5/11/2012	235SQI2A4346	Student council participation.	N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

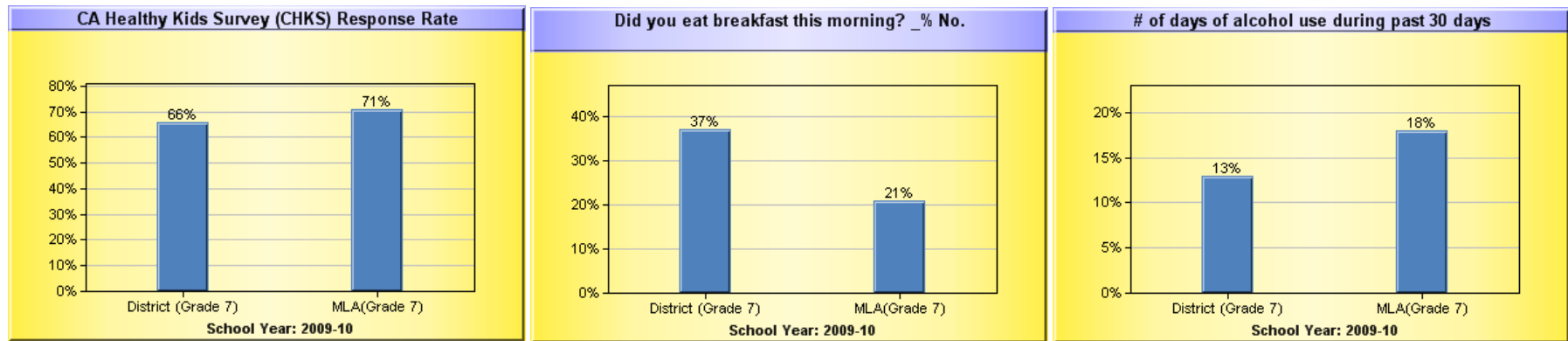
School Quality Standards relevant to this Strategic Priority

A quality school...

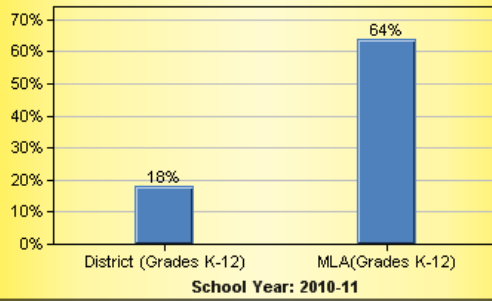
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

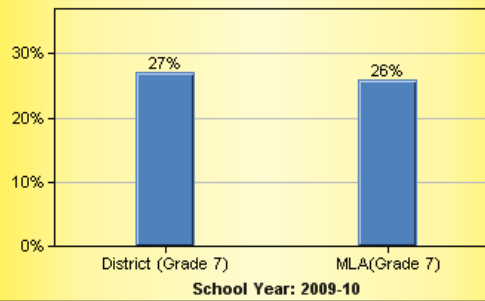
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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



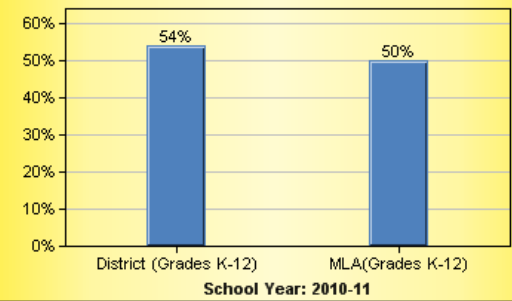
% Average Daily Participation in Breakfast



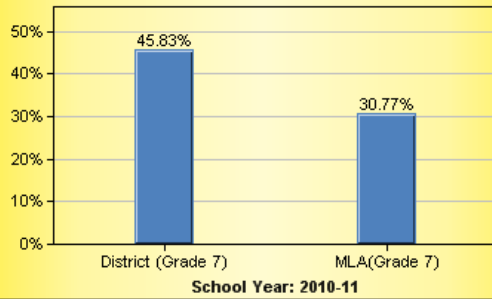
% feeling sad almost every day for 2 weeks or more



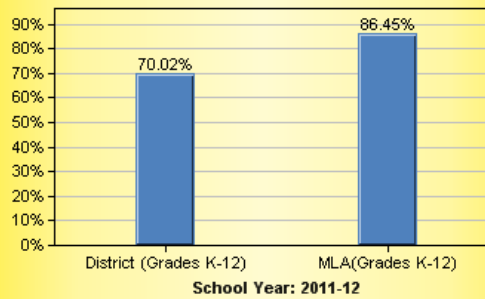
% Average Daily Participation in Lunch



% 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: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

School Quality Standards relevant to this Strategic Priority

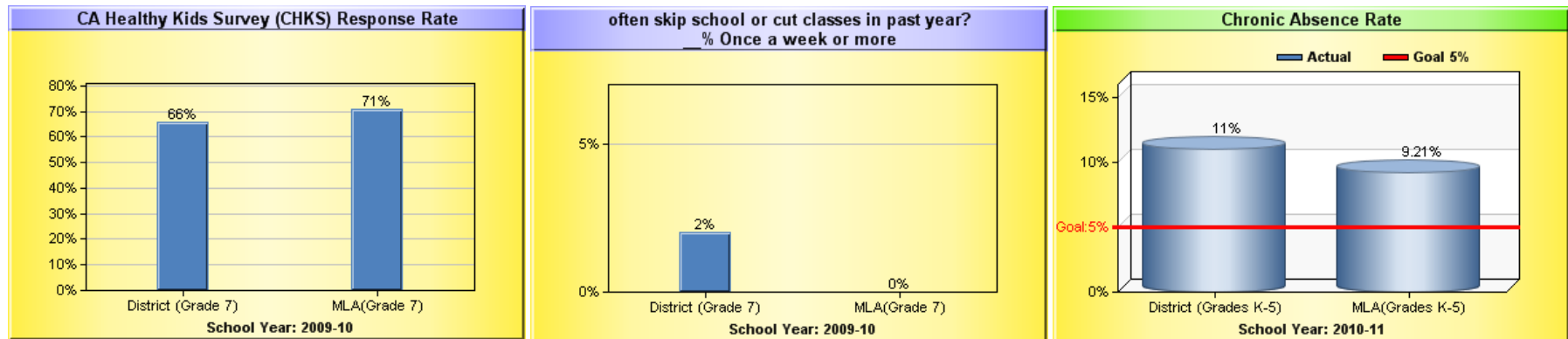
A quality school...

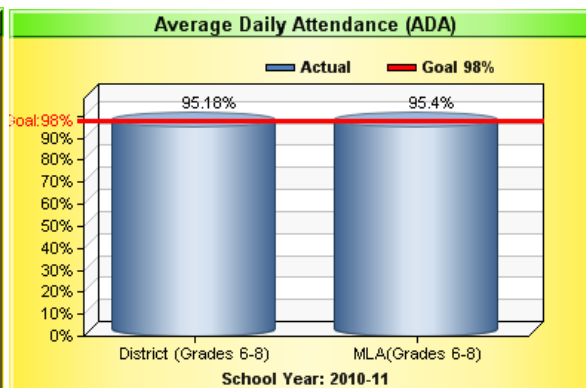
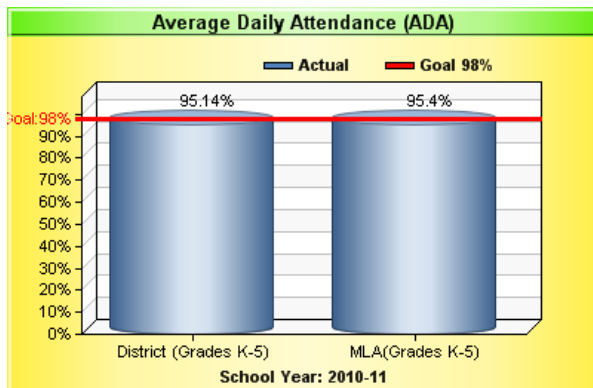
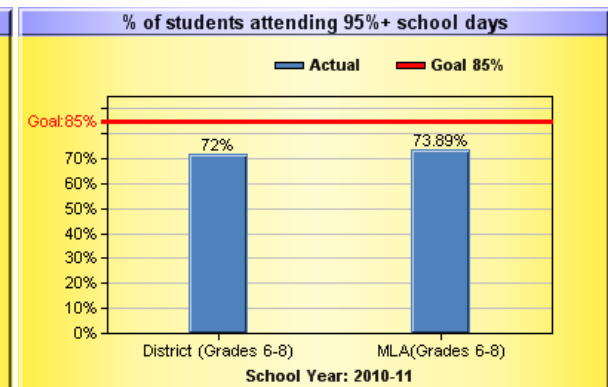
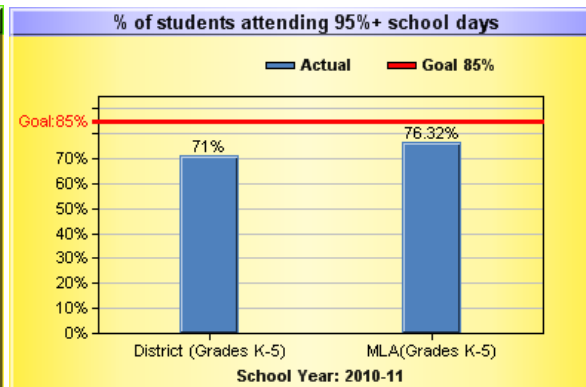
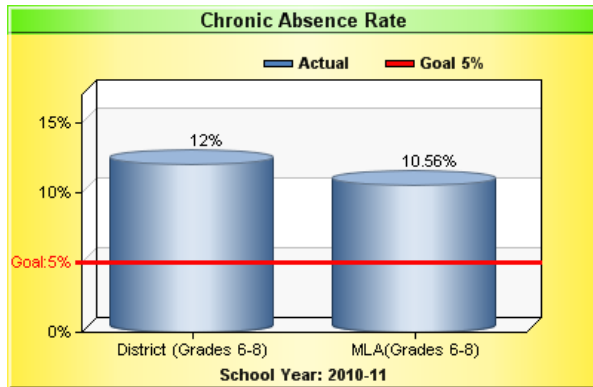
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

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

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





Data Analysis

- 33% of chronic absences occur in Kindergarten (8 students)
- 3 students in 1st grade; all from the same classroom; 3 students in 2nd grade- all from same classroom
- 1 student in 6th grade, 5 students in 7th grade, 4 students in 8th grade (75% of 8th grade chronically truant students are new to M LA this year)
- Percentage of primary truant students is almost double the middle school percentage in middle school
-

Theory Action

- Include education on attendance for incoming Kinder families as part of induction process
- Recognize attendance monthly, quarterly, at semester and end of year with attendance pencils, certificates and trophies
- Make attendance data visible on bulletin board
- Provide support for families of students with chronic absences by engaging partners in assisting families based on identified needs
- Develop parent-to-parent support

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Make calls home to	Improved	All		Bilingual			Make calls home daily for					

absent students daily	attendance	Students	Daily	Administrative Assistant	5/11/2012	235SQI2C4416	absent students	N/A			0	\$0.00
Include attendance report at weekly coordination of services meetings	Improved attendance	All Students	Weekly	Bilingual Administrative Assistant	5/11/2012	235SQI2C337	Include attendance reports weekly at COS meeting	N/A			0	\$0.00
Include attendance report at weekly coordination of services meetings	Improved attendance	All Students	Weekly	Bilingual Administrative Assistant	5/11/2012	235SQI2C4417		N/A			0	\$0.00
Display attendance information on bulletin board in hallway	Attendance Bulletin Board	All Students	Monthly	Bilingual Administrative Assistant	5/11/2012	235SQI2C4418	Maintain accurate and up-to-date attendance info on bulletin board	N/A			0	\$0.00
Include information about the importance of good attendance to student achievement in Kinder orientation meetings and in regular communication with Kinder parents throughout the year.	Regular communication with Kinder parents	All Students	As needed	Principal	5/11/2012	235SQI2C4419	Include attendance info in meetings with Kinder parents, newsletters and other documents	N/A			0	\$0.00
Hold SART meetings to develop support plan with families of students who have excessive absences or tardies	SART meetings	All Students			5/11/2012	235SQI2C4420	Hold regular SARTS for students with chronic absences	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

School Quality Standards relevant to this Strategic Priority

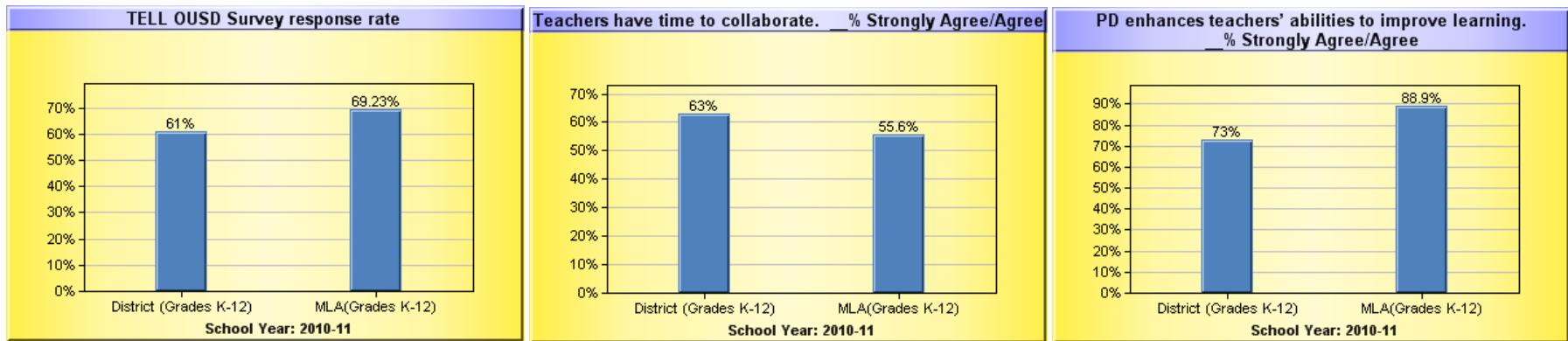
A quality school...

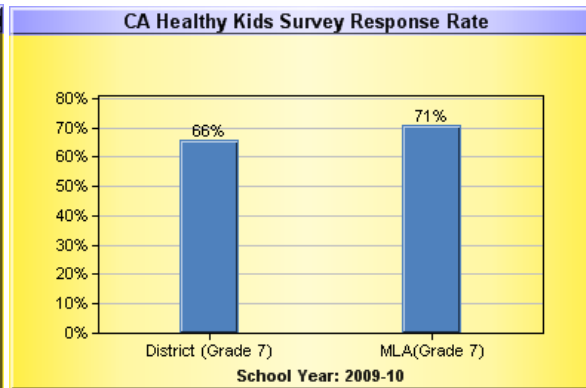
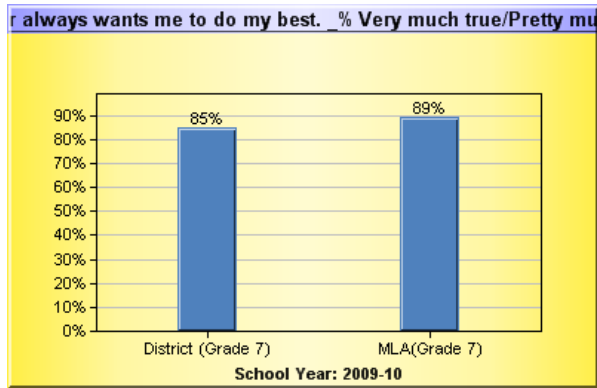
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes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

- The majority of teachers at MLA (89%) believe that the professional development they receive improves student learning.
- Only 56% of the teachers believe they have enough collaboration time.
- All teachers are participating in Collaborative Inquiry in order to build capacity and professionalism; over 50% also participated in Mills Scholars Inquiry.

Theory Action

- Teachers benefit from being involved in identifying their own learning goals.
- Supporting each other in the process of Collaborative Inquiry builds capacity, teacher leadership and promotes professionalism.
- Teacher practice improves with targeted peer observations and feedback.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue providing teacher PD time to participate in Collaborative Inquiry to improve practice.	Collaborative Inquiry projects.	All Students	Monthly	Leadership Team.	5/11/2012	235SQI3A4421	Provide time for collaborative inquiry monthly during PD	N/A			0	\$0.00
Expand partnership with Mills Scholars program.	More than 6 teachers participating in program	All Students	On-going	Teachers	5/11/2012	235SQI3A4422	Continue partnership with Mills Scholars program	N/A			0	\$0.00
Provide opportunities for classroom teachers to facilitate the Collaborative Inquiry professional development sessions.	Teachers leading the PD		On-going	Teachers	5/11/2012	235SQI3A4423	Support and encourage teachers to facilitate Inquiry Process during PD	N/A			0	\$0.00
Provide more collaboration time for teachers by re-organizing primary prep schedule and adding one optional hour of collaboration time per week for all teachers.	Additional collaboration time on schedule	All Students	weekly	Principal	5/11/2012	235SQI3A4424	Re-do schedule to allow teachers to have common prep with their grade-level partner	N/A			0	\$0.00

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

Strategic Priority A. Family & Community Engagement

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

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

- Unidos Y Adelante holds monthly meetings, sponsors services to school, fundraising, communication and special events.
- MLA has a parent organization (Unidos Y Adelante) that organizes parent participation at the school.

Data Analysis

- Many parents are involved regularly in school activities, events, fundraising and meetings.
- Given our diverse population, it will be important to continue to pay attention to diversity in parent participation.

Theory Action

- Melrose Leadership Academy cannot meet the needs of our students without the collaboration between the school staff and the parents and community.
- Parents must be invited to participate in a respectful manner, ensuring diversity in participation.
- Students must also be involved and responsible for their own education.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage parents in assessing program, developing site plans and providing trainings. Provide childcare, snacks and materials for meetings	Meetings and plans with parent input	FBB, BB and BAS	on-going	Leadership Team	5/11/2012	235SQI4A1337	1	9901-Title I - Parent Participation	2122-INSTRAIDES SALARIES EXTRA COMP		0	\$500.00
Engage parents in assessing program, developing site plans and providing trainings. Provide childcare,	Meetings and plans with	FBB, BB and BAS	on-going	Leadership Team	5/11/2012	235SQI4A1338	1	9901-Title I - Parent	4311-MEETING REFRESHMENTS		0	\$500.00

snacks and materials for meetings	parent input							Participation				
Engage parents in assessing program, developing site plans and providing trainings. Provide childcare, snacks and materials for meetings	Meetings and plans with parent input	FBB, BB and BAS	on-going	Leadership Team	5/11/2012	235SQI4A1339	1	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$974.88
Support the creation of a Parent/Teacher/Student Association	PTSA	All Students	Fall of 2012	Parent leaders and MLA staff	5/11/2012	235SQI4A4425	Support PTSA	N/A			0	\$0.00
Continue the work of the Diversity Committee that tracks and ensures that parent participation reflects the diversity of the parent community.	Diversity Committee Meetings	All Students	Monthly	Parent Leaders and Principal	5/11/2012	235SQI4A4426	Support maintenance of Diversity Committee	N/A			0	\$0.00
Hold academic and performance EXPO's twice a year for the community	EXPO	All Students	Twice a year	Leadership team	5/11/2012	235SQI4A4427	Work with core teachers, and after school program to coordinate EXPO's	N/A			0	\$0.00
Continue portfolio process	portfolio presentations	All Students	On-going	Leadership team	5/11/2012	235SQI4A4428	Provide teachers time to plan portfolio process during PD	N/A			0	\$0.00
Continue Student-led conferences	Conference sign-in sheets	All Students	A semester break	Leadership Team	5/11/2012	235SQI4A4429	Provide teachers time during PD to plan student-led conference process	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Melrose Leadership Academy

Principal: MOYRA CONTRERAS

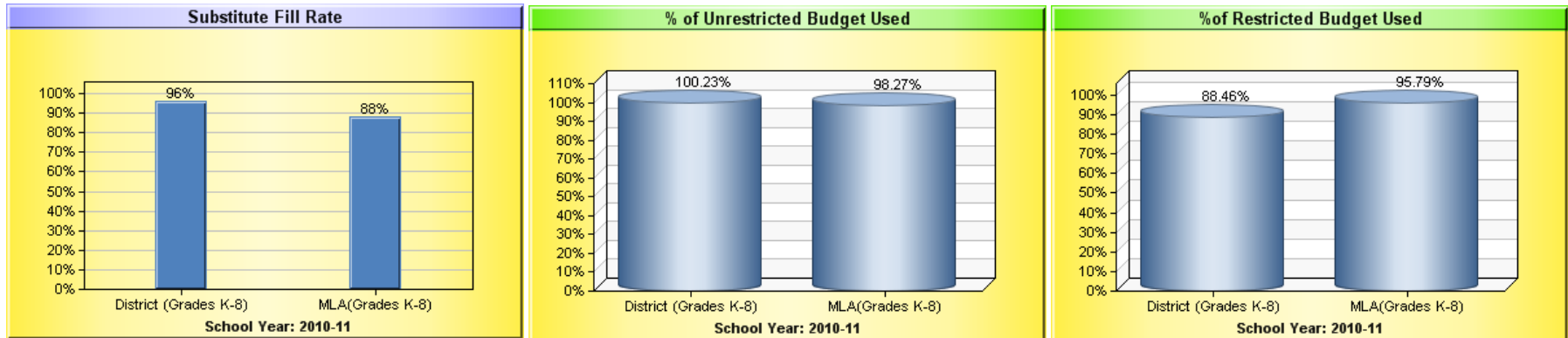
School Quality Standards relevant to this Strategic Priority

A quality school...

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

From OUSD Strategic Plan:

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



Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Melrose Leadership Academy
Site Number: 235**

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 02/09/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on March 8, 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

Jennifer Zapeta-Huggins

SSC Chairperson's Name (printed)

5/11/12

Date



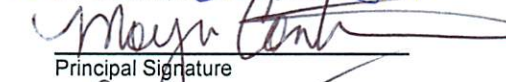
ELAC Chairperson's Signature

Jennifer Zapeta-Huggins

ELAC Chairperson's Name (printed)

5/11/12

Date



Principal's Signature

Moyna Contreras

Principal's Name (printed)

5/11/12

Date



Executive Officer's Signature

Janette Hernandez

Executive Officer's Name (printed)

05/15/2012

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: Melrose Leadership Academy

School Year: 2011-2012

Chairperson : Jennifer Zapeta-Huggans	Vice Chairperson: Harold Lowe
Secretary: Karina Garcia	<u>DAC Representative: Josh Jackson</u>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Moyra Contreras	5328 Brann Street, 94619	X				
Jennifer Huggans-Zapeta	5328 Brann Street, 94619				X	
Karina Garcia	5328 Brann Street, 94619				X	
Jose Andres Perez	5328 Brann Street, 94619				X	
Sandra Esquivel	5328 Brann Street, 94619				X	
Harold Lowe	5328 Brann Street, 94619				X	
Noreen Magaloni	5328 Brann Street, 94619			X		
Asucena Davila	5328 Brann Street, 94619		X			
Nessa Mahmoudi	5328 Brann Street, 94619		X			
Emily Bean	5328 Brann Street, 94619		X			
DAC Representative						
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 OUSD 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

Melrose Leadership 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.
This is covered during the yearly Title 1 meeting, during the first SSC meeting of the year.
- Offer a flexible number of meetings for parents.
 1. We hold a yearly Title 1 meeting and also cover Title 1 requirements and rights during two SSC meetings during the year.
- 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. We review the site plan during the SSC meeting quarterly
- Provides parents of Title I students with timely information about Title I programs.
 1. We hold a yearly Title 1 meeting
 2. We provide information about Title 1 at MLA during our first SSC meeting of the year
 3. We discuss Title 1 programs during SSC meetings quarterly.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet
- 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. Parents can request monthly SST meetings to participate in decisions related to their child's education and to monitor the plans.

School-Parent Compact

Melrose Leadership 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

Melrose Leadership 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

We explain the State Standards during our Back to School Night event in the fall, during report card conferences and during student led conferences mid-year.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - Materials are provided monthly to the parents by the classroom teacher. Trainings are provided twice a year during SSC meetings and during the parent organization meetings.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - We have monthly meetings with the parent organization.
- 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.
 - We have one plan that includes Title 1 parent involvement activities. By including these activities in our school-wide plan, parents are encouraged to participate in all activities, not just ones related to Title 1 programs.
- 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 parent communication is delivered in Spanish and English. Communication bulletins go out to parents twice a month.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - All meetings are bilingual and are open to all 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.
 1. All communication to parents is delivered in Spanish and English. Additionally, all office staff members are bilingual and can support parents with support if they have difficulty accessing written communication.

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 Melrose Leadership Academy School Site Council on (09/13/12) 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 Melrose Leadership Academy’s notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal’s Signature)

(Date)

School – Parent Compact

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

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

School Responsibilities - Melrose Leadership Academy will:

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

The school will provide high-quality curriculum and instruction, using California standards-aligned instructional materials within a supportive and effective learning environment.

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

Student-led parent-teacher conferences will be held at semester and as needed.

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

Report cards will be sent four times a year and as needed.

4) Provide parents reasonable access to staff.

School staff will be available for consultation with parents as needed.

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

Parents may volunteer, participate, and observe classroom activities. They can also participate in our parent groups.

Parent Responsibilities –

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

- *Monitoring attendance*
- *Make sure homework is completed*
- *Promoting positive use of child's out of school time*
- *Abide by MLA school-parent-student contract.*

Student Responsibilities –

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

- *Do my homework every day*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*
- *Abide by MLA school-parent-student contract.*

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/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 SBE RLA/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 (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> At all levels, teachers use 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 including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) 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 ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Appropriate Instructional program materials</u> All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials. Number of Students: ___280___ All Students. ___ ELs. ___ SWDs. <u>Appropriate Use</u> Identify all that apply: ___ Core materials are used daily as designed. ___ Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	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 EL student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions will meet the standard of "current."	Full implementation means that ELs 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, materials from the previous SBE approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> • Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. • At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Appropriate Instructional Program Materials</u> All EL students are appropriately ___assessed, ___placed, and ___ provided appropriate SBE-adopted or SBE-approved instructional program materials. If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials: <u>Appropriate Use</u> _____ Materials/ELD components are used daily as designed.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. <ul style="list-style-type: none"> • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. • Districts are either using 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%																	
			Key Components																					
			<p><u>Appropriate Instructional Program Materials</u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive Learners: Gr. 4__NA__ Gr. 5__NA__ Gr. 6__1__ All Intensive ELs: Gr. 4__NA__ Gr. 5__NA__ Gr. 6__1__ All Intensive SWD's: Gr. 4__NA__ Gr. 5__NA__ Gr. 6__0__</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="4" style="text-align: left;">Number/% Provided SBE-Intensive Intervention</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td></td> <td></td> <td style="text-align: center;">1</td> </tr> <tr> <td>Intensive ELs</td> <td></td> <td></td> <td style="text-align: center;">1</td> </tr> <tr> <td>Intensive SWDs</td> <td></td> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p><u>Appropriate Use</u> _____ Materials are used daily as designed.</p>					Number/% Provided SBE-Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students			1	Intensive ELs			1	Intensive SWDs
Number/% Provided SBE-Intensive Intervention																								
	Grade 4	Grade 5	Grade 6																					
Total Intensive Students			1																					
Intensive ELs			1																					
Intensive SWDs			0																					
Documentation		Additional Comments																						
	Reading/Language Arts/ELD																							
District Purchase Date:																								
School Distribution Date:																								
Classroom Distribution Date:																								
Attach publisher PO documentation for sets of classroom core materials.																								

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including ELs, SWDs, 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 ELs, students with mathematics difficulties, SWDs, and advanced learners. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials. Number of Students: ___280___ All Students. ___ ELs. ___ SWDs. Appropriate Use Identify all that apply: ___X___ Core materials are used daily as designed. ___X___ Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
		Mathematics					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. 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 identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted intervention materials at their 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 four through seven 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. 	Objective	Fully	Substantially	Partially	Minimally
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Appropriate Instructional Program Materials</u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. Students served: Number of Intensive Intervention Students: All Intensive learners: Gr. 4 ___ Gr. 5 ___ Gr. 6 _1__ All Intensive ELs: Gr. 4 ___ Gr. 5 ___ Gr. 6 _1__ All Intensive SWDs: Gr. 4 ___ Gr. 5 ___ Gr. 6 ___ <u>Appropriate Us</u> _____ Materials are used daily as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.											
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 grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. 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 eight, including identified ELs, SWDs, 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 2008 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 grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. • Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	Objective	Fully	Substantially	Partially	Minimally							
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%							
			Key Components <u>Appropriate Instructional Program Materials</u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. Number of Intensive Intervention Students: All Intensive Learners: Gr. 8 _8_ All Intensive ELs: Gr. 8 _2_ All Intensive SWDs: Gr. 8 ___ <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Number Provided SBE-Algebra Readiness</th> </tr> <tr> <th colspan="2" style="text-align: center;">Grade 8</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td style="text-align: center;">8</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">2</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <u>Appropriate Use</u> _____ Materials are used daily as designed.					Number Provided SBE-Algebra Readiness		Grade 8		Total Students	8	ELs
Number Provided SBE-Algebra Readiness														
Grade 8														
Total Students	8													
ELs	2													
SWDs	6													
Documentation		Additional Comments												
Mathematics														
District Purchase Date:														
School Distribution Date:														
Classroom Distribution Date:														
Attach publisher PO documentation for sets of classroom core materials.														

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions: <ul style="list-style-type: none"> • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours • Grades six through eight: 2.0 hours (or up to two periods) 	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, 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. ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective	Fully	Substantially	Partially	Minimally																																															
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
			Key Components																																																			
			<p><u>Appropriate Allocation of Daily Instructional Time</u> _____ Time is given priority and protected from interruptions.</p> <p>Identify the number of instructional minutes (length of periods) offered at each grade level.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="10" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">30</td> <td style="text-align: center;">40</td> <td style="text-align: center;">45</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level											K	1	2	3	4	5	6	7	8	All Students	30	40	45							ELs										SWDs						
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Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																				
2. Instructional Time	<p>2.2 The school/district complies with and monitors daily implementation of additional instructional time within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30 minutes • Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course. 	<p>Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs 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. • All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs. • This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency. • For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course. – 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 	Objective	Fully	Substantially	Partially	Minimally																																																
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																
			Key Components																																																				
<p><u>Appropriate Allocation of Daily Instructional Time</u> _____ Time is given priority and protected from interruptions.</p> <p>Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.</p>																																																							
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<p>Our primary grades have a dual immersion program which starts English reading in 3rd grade. We will have a third grade class next year. We do not have one currently.</p>																																																							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
2. Instructional Time	<p>2.3 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 ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30-60 minutes • Grades six through eight: 30-60 minutes (or up to one period) 	<p>Full implementation means that that the school’s schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs 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 adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • Districts that 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 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally									
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components													
			<p>Appropriate Allocation of Daily Instructional Time Identify all that apply:</p> <p><input type="checkbox"/> Time is given priority and protected from Interruptions.</p> <p><input type="checkbox"/> ELD instruction is additional time in the schedule.</p> <p>Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Proficiency Levels</th> <th style="width: 12.5%;">Levels 1-2</th> <th style="width: 12.5%;">Level 3</th> <th style="width: 12.5%;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td style="text-align: center;">30</td> <td style="text-align: center;">39</td> <td style="text-align: center;">24</td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students	30	39	24	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Level 4-5													
# of Students	30	39	24													
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	0	0	0													
Documentation		Additional Comments														
	Reading/Language Arts/ELD															
District Instructional Regulations:																
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Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																															
2. Instructional Time	2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Grades four through six: 2.5-3.0 hours • Grades six through eight: 2.5-3.0 hours (or up to three periods) 	Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school 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. • The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction. 	Objective	Fully	Substantially	Partially	Minimally																											
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																											
			Key Components																															
			<u>Appropriate Allocation of Daily Instructional Time</u> _____ Time is given priority and protected from interruptions.																															
Indicate total length (minutes) designated for intensive intervention:																																		
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Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions. <ul style="list-style-type: none"> • Kindergarten: 30 minutes • Grades one through six: 60 minutes • Grades six through eight: 50-60 minutes (or one period) 	Full implementation means that the school 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 ELs, SWDs, 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 is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																															
			2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
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Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																					
2. Instructional Time	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials. <ul style="list-style-type: none"> • Kindergarten through grade six: 15-30 minutes • Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. • Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course. 	Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district 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 six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. • For grades six and seven, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course. – Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/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 eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. • For grade eight, strategic learners are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. 	Objective	Fully	Substantially	Partially	Minimally																																																	
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																	
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<p><u>Appropriate Allocation of Daily Instructional Time</u> _____ 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 instructional time (length of HP strategic time/periods) offered at each grade level.</p>																																																								
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		<ul style="list-style-type: none"> – Some grade eight strategic 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 kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will 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="11" style="text-align: left; padding: 5px;">Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.</th> </tr> <tr> <th style="width: 10%;"></th> <th style="width: 5%;">K</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 5%;">8</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Additional time provided to all HP strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">6 0</td> <td style="text-align: center;">6 0</td> <td></td> </tr> <tr> <td style="padding: 5px;">Additional time provided to HP EI strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">6 0</td> <td style="text-align: center;">6 0</td> <td></td> </tr> <tr> <td style="padding: 5px;">Additional time provided to all HP SWD strategic students</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">6 0</td> <td style="text-align: center;">6 0</td> <td></td> </tr> </tbody> </table>	Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.												K	1	2	3	4	5	6	7	8		Additional time provided to all HP strategic students								6 0	6 0		Additional time provided to HP EI strategic students								6 0	6 0		Additional time provided to all HP SWD strategic students								6 0	6 0	
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Academic Program Survey—Elementary School Level

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2. Instructional Time	<p>2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.</p> <ul style="list-style-type: none"> Grades four through six: 15-30 minutes. Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed. <p>For districts using the 2007 SBE-adoption:</p> <ul style="list-style-type: none"> Grade eight: One period of Algebra Readiness daily for identified intervention students. 	<p>Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention 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 intensive intervention students.</p> <ul style="list-style-type: none"> For grades four through seven, 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 eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. <p>For districts using the 2008 SBE-adoption:</p> <ul style="list-style-type: none"> The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. <p>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 time and support using the ancillary materials from the adopted program. 	Objective	Fully	Substantially	Partially	Minimally																													
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																													
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3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted RLA/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 dally use to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in 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 RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Instructional/Assessment Pacing Guides</u> <input type="checkbox"/> Distributed to each grade level. <input type="checkbox"/> Used daily at every grade level. <u>Pacing Guide Use Monitored</u> <input type="checkbox"/> Principal monitors daily use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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 documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the current SBE-adopted mathematics program by grade-level (and by tracks if on 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 mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Instructional/Assessment Pacing Guides</u> _____ Distributed to each grade level. _____ Used daily at every grade level. <u>Pacing Guide Use Monitored</u> _____ Principal monitors daily use.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	<p>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs).</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The current RLA/ELD core or intensive reading intervention materials. • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	Objective	Fully	Substantially	Partially	Minimally
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p>Training and Practicum Completed</p> <p>Principal</p> <p>_____ Training in RLA/ELD.</p> <p>_____ Structured Practicum.*</p> <p>Vice Principal</p> <p>_____ Training in RLA/ELD.</p> <p>_____ Structured Practicum.*</p> <p>* Refer to suggested practicum activities in EPC 3.3.</p>				

Melrose Leadership Academy
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	<p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.</p>	<ul style="list-style-type: none"> The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Assembly Bill (AB) 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.2 The district provides 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 mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs. 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 mathematics program.	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The current SBE adopted mathematics materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	Objective	Fully	Substantially	Partially	Minimally
			4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%
			Key Components				
<p><u>Training and Practicum Completed</u></p> <p>Principal _____ Training in Mathematics. _____ Structured Practicum.*</p> <p>Vice Principal _____ Training in Mathematics. _____ Structured Practicum.*</p> <p>* Refer to suggested targeted professional development and support list.</p>							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

	<p>*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.</p>	<ul style="list-style-type: none"> • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. 	
Documentation		Additional Comments	
	Mathematics		
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.3 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 ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use 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 ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) including support on providing tiered intervention; and 	Objective	Fully	Substantially	Partially	Minimally
			4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p style="text-align: center;">Key Components</p> <p><u>Principal's Professional Development</u> _____ Completed.</p> <p>Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)</p>				

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

		<p>implementation and monitoring of standards-based IEP.</p> <ul style="list-style-type: none"> • 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 AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components ___100%___ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District Senate Bill (SB) 472, Completion Records:							
Approved Provider Information:							
Date of Offerings:							
Attach appropriate documents.							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

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

Melrose Leadership Academy
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	school/district professional development plan.	<ul style="list-style-type: none"> • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs 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	
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																											
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the	<p>Full implementation means that all teachers of mathematics 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 ELs and SWDs, 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 four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade 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. 	Objective	Fully	Substantially	Partially	Minimally																																							
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																							
			Key Components																																											
			<p><u>Training and Practicum Completed</u></p> <p>Indicate number of teachers at each grade level and number completing training and practicum.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;"># of Teachers</th> <th style="width: 15%;">40-hour Training</th> <th style="width: 15%;">80-hours of Structured Practicum</th> </tr> </thead> <tbody> <tr><td>Grade 1</td><td style="text-align: center;">2</td><td style="text-align: center;">2</td><td style="text-align: center;">0</td></tr> <tr><td>Grade 2</td><td style="text-align: center;">2</td><td style="text-align: center;">2</td><td style="text-align: center;">0</td></tr> <tr><td>Grade 3</td><td></td><td></td><td></td></tr> <tr><td>Grade 4</td><td></td><td></td><td></td></tr> <tr><td>Grade 5</td><td></td><td></td><td></td></tr> <tr><td>Grade 6</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td></tr> <tr><td>Grade 7</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td></tr> <tr><td>Algebra 1</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td><td style="text-align: center;">1</td></tr> <tr><td>Algebra Readiness</td><td></td><td></td><td></td></tr> </tbody> </table> <p style="margin-top: 10px;">* Refer to suggested practicum activities.</p>								# of Teachers	40-hour Training	80-hours of Structured Practicum	Grade 1	2	2	0	Grade 2	2	2	0	Grade 3				Grade 4				Grade 5				Grade 6	1	1	1	Grade 7	1	1	1	Algebra 1	1	1	1	Algebra Readiness
	# of Teachers	40-hour Training	80-hours of Structured Practicum																																											
Grade 1	2	2	0																																											
Grade 2	2	2	0																																											
Grade 3																																														
Grade 4																																														
Grade 5																																														
Grade 6	1	1	1																																											
Grade 7	1	1	1																																											
Algebra 1	1	1	1																																											
Algebra Readiness																																														

Melrose Leadership Academy
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	<p>adopted program and the goals of school/district professional development plan.</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 ELs 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 SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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 RLA/ELD 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 teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted RLA/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, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Coaches/content experts/specialists</u> _____ Type of instructional assistance. _____ Works primarily in classrooms. Describe type of classroom/teacher assistance regularly provided to teachers: We have an EL Achieve trainer on our staff. She provides support to all teachers regarding how to bset serve ELL students in core classrooms. Describe criteria used for identifying and providing coaching support: It is part of PD for all teachers <u>Monitoring Coaching System</u> _____ Principal structures/monitors instructional assistance services. <u>Trained Coaches/ Content Experts/Specialists</u> _____ Completed SBE-adopted materials-based training (identify which program[s]). _____ Completed English Learner Professional Development (ELPD). Describe type of training/ support planned and/or provided for coaches/content experts/specialists:				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

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Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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. 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 teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district’s current SBE-adopted instructional programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring that 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, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students’ achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Coaches/content experts/specialists:</u> _____ Type of instructional assistance. Math intervention _____ 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><u>Monitoring Coaching System</u> _____ Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> _____ Completed SBE-adopted materials-based training (identify which program[s]). _____ Completed ELPD.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists: Middle school math teachers are receiving monthly training with in-class coaching and support for implementing intervention program.</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Melrose Leadership Academy
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Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted RLA/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, diagnosis, 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 practices, and determine effectiveness of instructional practices and implementation of the adopted programs. 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 ELs and SWDs. Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Ongoing Assessment and Monitoring System</u></p> <p>_____ District supported electronic data management system.</p> <p>_____ District-wide reporting and analysis of assessment results.</p> <p>_____ School-wide reporting and analysis of assessment results.</p> <p>_____ Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p>_____ Common curriculum embedded/formative assessments in use school-wide.</p> <p><u>Training on Accessing and Using Electronic Data System</u></p> <p>_____ Staff trained on using and accessing data from the electronic data system.</p>							

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			<p><u>Using Formative Assessment Results</u></p> <p>_____ Common curriculum embedded/formative assessments administered frequently.</p> <p>_____ School-wide assessment calendar developed and used.</p> <p>_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels			
Classroom:			
District:			
Attach appropriate documents.			

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, 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, and 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 practices, and determine effectiveness of instructional practices and implementation of the adopted programs. 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 ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Ongoing Assessment and Monitoring System</u></p> <p><input type="checkbox"/> District supported electronic data management system.</p> <p><input type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input 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 type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p>							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

			<p><u>Using Formative Assessments Results</u></p> <p>_____ Curriculum embedded/formative assessments administered frequently.</p> <p>_____ School-wide assessment calendar developed and used.</p> <p>_____ 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:			
District			
Attach appropriate documents.			

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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 Level 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 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 SBE-adopted RLA/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 a month) 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; 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 ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
<u>Scheduled Structured Collaboration Meetings</u>							
_____ 4 Number per month.							
_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.							
_____ Meetings are structured; protocols/tools are developed and used.							
_____ Training for collaboration meeting protocols provided to teachers.							
_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.							
_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.							
<u>Collaborative Meeting Discussion Content</u>							
_____ Using and analyzing timely student common assessment results from all students.							
_____ Strengthening program implementation.							
_____ Designing and improving lessons and instruction.							
_____ Identifying research-based strategies to support specific skill needs of all students.							
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program Level 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 ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			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><u>Scheduled Structured Collaboration Meetings:</u></p> <p><u> 4</u> Number per month.</p> <p>_____ All teachers including strategic, intensive intervention, special education, and ELD teachers participate.</p> <p>_____ Meetings are structured; protocols/tools are developed and used.</p> <p>_____ Training for collaboration meeting protocols provided to teachers.</p> <p>_____ Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p> <p>_____ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels.</p> <p><u>Collaborative Meeting Discussion Content</u></p> <p>_____ Using and analyzing timely student common assessment results from all students.</p> <p>_____ Strengthening program implementation.</p> <p>_____ Designing and improving lessons and instruction.</p> <p>_____ Identifying research-based strategies to support specific skill needs of all students.</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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’s general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. <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 SPSA. 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%
			Key Components				
			<p><u>Allocation of Funds</u> _____ District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> _____ The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
Reading/Language Arts/ELD							
Plan uses all revenues appropriately.							
Attach appropriate documents.							

Melrose Leadership Academy
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	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’s general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA. <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 SPSA. 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%
			Key Components <u>Allocation of Funds</u> _____ District and site categorical and general funding are aligned to support EPC implementation. <u>Coordination of Funds</u> _____ The SPSA aligns to the goals and activities in the LEA Plan.				
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							